

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 11

### Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

## Maine Learning Results

### Language Arts

Grade 11 - Adopted: 2020

#### STRAND / DOMAIN

#### Guiding Principles

CATEGORY /  
PERFORMANCE  
INDICATOR

A.

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY /  
PERFORMANCE  
INDICATOR

C.

A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY /  
PERFORMANCE  
INDICATOR

D.

A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY /  
PERFORMANCE  
INDICATOR

E.

An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY /  
PERFORMANCE  
INDICATOR

Conventions of Standard English

STANDARD

L.1:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION

L.1.9-  
D.b.

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

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY /  
PERFORMANCE  
INDICATOR

Knowledge of Language

STANDARD

L.3:

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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|-----------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | L.3.9-Diploma.<br>b.  | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.                                                                                                                                                                            |
| <b>STRAND / DOMAIN</b>                  |                       | <b>LANGUAGE</b>                                                                                                                                                                                                                                                                                                               |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                         |
| <b>STANDARD</b>                         | <b>L.4:</b>           | <b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>                                                                               |
| EXPECTATION                             | L.4.9-Diploma.<br>a.  | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                                                                                                          |
| EXPECTATION                             | L.4.9-Diploma.<br>d.  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                                                                                                               |
| <b>STRAND / DOMAIN</b>                  |                       | <b>LANGUAGE</b>                                                                                                                                                                                                                                                                                                               |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                         |
| <b>STANDARD</b>                         | <b>L.6:</b>           | <b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>                          |
| EXPECTATION                             | L.6.9-Diploma.        | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>STRAND / DOMAIN</b>                  |                       | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                                                                                 |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                        |
| <b>STANDARD</b>                         | <b>SL.1:</b>          | <b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>                                                                                                                                                                          |
| EXPECTATION                             | SL.1.9-Diploma.<br>a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                                                                             |
| EXPECTATION                             | SL.1.9-Diploma.<br>b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                                                                   |
| EXPECTATION                             | SL.1.9-Diploma.<br>c. | 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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| EXPECTATION                             | SL.1.9-Diploma.d.             | Propel conversations by posing and responding to questions that probe reasoning and evidence.                                                                                                 |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                               |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Comprehension and Collaboration</b>                                                                                                                                                        |
| <b>STANDARD</b>                         | <b>SL.2:</b>                  | <b>Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</b>                                       |
| EXPECTATION                             | SL.2.9-Diploma.b.             | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.                                         |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                               |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                    |
| <b>STANDARD</b>                         | <b>SL.3:</b>                  | <b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b> |
| EXPECTATION                             | SL.3.9-Diploma.a.             | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.                                        |
| EXPECTATION                             | SL.3.9-Diploma.b.             | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.              |
| EXPECTATION                             | SL.3.9-Diploma.c.             | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                        |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                               |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                    |
| <b>STANDARD</b>                         | <b>SL.4:</b>                  | <b>Adapt speech to a variety of contexts, audiences, and communicative tasks.</b>                                                                                                             |
| EXPECTATION                             | SL.4.9-Diploma.               | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                       |
| <b>STRAND / DOMAIN</b>                  | <b>READING</b>                |                                                                                                                                                                                               |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Key Ideas and Details</b>                                                                                                                                                                  |
| <b>STANDARD</b>                         | <b>R.4:</b>                   | <b>Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</b>      |

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| EXPECTATION                             | R.4.9-Diploma.        | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.                                                                    |
| <b>STRAND / DOMAIN</b>                  |                       | <b>READING</b>                                                                                                                                                                                                                                                                                    |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                      |
| <b>STANDARD</b>                         | <b>R.5:</b>           | <b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>                                                                                                                                                 |
| EXPECTATION                             | R.5.9-Diploma.<br>a.  | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.                                                                                                                                                                                    |
| EXPECTATION                             | R.5.9-Diploma.<br>b.  | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.                                       |
| <b>STRAND / DOMAIN</b>                  |                       | <b>READING</b>                                                                                                                                                                                                                                                                                    |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                        |
| <b>STANDARD</b>                         | <b>R.7:</b>           | <b>Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>                                                                                         |
| EXPECTATION                             | R.7.9-Diploma.        | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
| <b>STRAND / DOMAIN</b>                  |                       | <b>READING</b>                                                                                                                                                                                                                                                                                    |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Fluency</b>                                                                                                                                                                                                                                                                                    |
| <b>STANDARD</b>                         | <b>R.12:</b>          | <b>Read with sufficient accuracy and fluency to support comprehension</b>                                                                                                                                                                                                                         |
| EXPECTATION                             | R.12.9-Diploma.<br>a. | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                                                                               |
| EXPECTATION                             | R.12.9-Diploma.<br>b. | Read various on-level texts with purpose and understanding.                                                                                                                                                                                                                                       |
| EXPECTATION                             | R.12.9-Diploma.<br>c. | Use context to confirm or self-correct word recognition.                                                                                                                                                                                                                                          |

# Maine Learning Results

## Language Arts

Grade 11 - Adopted: 2020

### STRAND / DOMAIN

### Guiding Principles

CATEGORY /  
PERFORMANCE  
INDICATOR

A.

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY /  
PERFORMANCE  
INDICATOR

D.

A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY /  
PERFORMANCE  
INDICATOR

Knowledge of Language

STANDARD

L.3:

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION

L.3.9-  
Diploma.  
b.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY /  
PERFORMANCE  
INDICATOR

Vocabulary Acquisition and Use

STANDARD

L.4:

Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION

L.4.9-  
Diploma.  
a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION

L.4.9-  
Diploma.  
d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STRAND / DOMAIN

### LANGUAGE

CATEGORY /  
PERFORMANCE  
INDICATOR

Vocabulary Acquisition and Use

STANDARD

L.6:

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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| EXPECTATION | L.6.9-Diploma. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                  |       |                                                                                                                                               |
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| CATEGORY / PERFORMANCE INDICATOR |       | Comprehension and Collaboration                                                                                                               |
| STANDARD                         | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

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| EXPECTATION | SL.1.9-Diploma. a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.1.9-Diploma. b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that 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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| EXPECTATION | SL.1.9-Diploma. c. | 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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| EXPECTATION | SL.1.9-Diploma. d. | Propel conversations by posing and responding to questions that probe reasoning and evidence. |
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                  |       |                                                                                                                                                  |
|----------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |       | Comprehension and Collaboration                                                                                                                  |
| STANDARD                         | SL.2: | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. |

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|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.2.9-Diploma. b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. |
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                  |       |                                                                                                                                                                                        |
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| CATEGORY / PERFORMANCE INDICATOR |       | Presentation of Knowledge and Ideas                                                                                                                                                    |
| STANDARD                         | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

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| EXPECTATION | SL.3.9-Diploma. a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. |
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| EXPECTATION | SL.3.9-Diploma.<br>b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
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| EXPECTATION | SL.3.9-Diploma.<br>c. | Use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STRAND /  
DOMAIN**

**SPEAKING AND LISTENING**

|                                        |       |                                                                            |
|----------------------------------------|-------|----------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Presentation of Knowledge and Ideas                                        |
| STANDARD                               | SL.4: | Adapt speech to a variety of contexts, audiences, and communicative tasks. |

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| EXPECTATION | SL.4.9-Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |
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**STRAND /  
DOMAIN**

**READING**

|                                        |      |                                                                                                                                            |
|----------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |      | Key Ideas and Details                                                                                                                      |
| STANDARD                               | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

|             |                      |                                                                                                                |
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| EXPECTATION | R.5.9-Diploma.<br>a. | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
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| EXPECTATION | R.5.9-Diploma.<br>b. | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
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**STRAND /  
DOMAIN**

**READING**

|                                        |      |                                                                                                                                                                                                    |
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| CATEGORY /<br>PERFORMANCE<br>INDICATOR |      | Craft and Structure                                                                                                                                                                                |
| STANDARD                               | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

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| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
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**STRAND /  
DOMAIN**

**READING**

|                                        |       |                                                                    |
|----------------------------------------|-------|--------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Fluency                                                            |
| STANDARD                               | R.12: | Read with sufficient accuracy and fluency to support comprehension |

|             |                       |                                                                     |
|-------------|-----------------------|---------------------------------------------------------------------|
| EXPECTATION | R.12.9-Diploma.<br>a. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.<br>b. | Read various on-level texts with purpose and understanding.         |
| EXPECTATION | R.12.9-Diploma.<br>c. | Use context to confirm or self-correct word recognition.            |

**STRAND /  
DOMAIN**

**WRITING**

|                                        |                      |                                                                                                                                                                                                                                                                 |
|----------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                      | Inquiry to Build and Present Knowledge                                                                                                                                                                                                                          |
| STANDARD                               | W.1:                 | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
| EXPECTATION                            | W.1.9-Diploma.<br>d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.                                                                                                                                              |

Week 03: The Body of a Speech, p. 29-42

**Maine Learning Results**

**Language Arts**

Grade **11** - Adopted: **2020**

**STRAND /  
DOMAIN**

**Guiding Principles**

|                                        |    |                                                                                                                                                                                                         |
|----------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.              |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.   |

**STRAND /  
DOMAIN**

**LANGUAGE**

|                                        |      |                                                                                                        |
|----------------------------------------|------|--------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |      | Conventions of Standard English                                                                        |
| STANDARD                               | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |



|                                  |                   |                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                      | L.1.9-D.b.        | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.                                                                  |
| <b>STRAND / DOMAIN</b>           |                   | <b>LANGUAGE</b>                                                                                                                                                                                                                                                                                                               |
| CATEGORY / PERFORMANCE INDICATOR |                   | Knowledge of Language                                                                                                                                                                                                                                                                                                         |
| STANDARD                         | L.3:              | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                               |
| EXPECTATION                      | L.3.9-Diploma. b. | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.                                                                                                                                                                            |
| <b>STRAND / DOMAIN</b>           |                   | <b>LANGUAGE</b>                                                                                                                                                                                                                                                                                                               |
| CATEGORY / PERFORMANCE INDICATOR |                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                |
| STANDARD                         | L.4:              | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.                                                                                      |
| EXPECTATION                      | L.4.9-Diploma. a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                                                                                                          |
| EXPECTATION                      | L.4.9-Diploma. d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                                                                                                               |
| <b>STRAND / DOMAIN</b>           |                   | <b>LANGUAGE</b>                                                                                                                                                                                                                                                                                                               |
| CATEGORY / PERFORMANCE INDICATOR |                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                |
| STANDARD                         | L.6:              | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.                                 |
| EXPECTATION                      | L.6.9-Diploma.    | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>STRAND / DOMAIN</b>           |                   | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                                                                                 |
| CATEGORY / PERFORMANCE INDICATOR |                   | Comprehension and Collaboration                                                                                                                                                                                                                                                                                               |
| STANDARD                         | SL.1:             | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.                                                                                                                                                                                 |

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|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma.<br>a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.           |
| EXPECTATION | SL.1.9-Diploma.<br>b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.1.9-Diploma.<br>c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                                                                                      |
| EXPECTATION | SL.1.9-Diploma.<br>d. | Propel conversations by posing and responding to questions that probe reasoning and evidence.                                                                                                                                                               |

**STRAND /  
DOMAIN**

**SPEAKING AND LISTENING**

|                                        |       |                                                                                                                                                  |
|----------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Comprehension and Collaboration                                                                                                                  |
| STANDARD                               | SL.2: | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. |

|             |                       |                                                                                                                                                       |
|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.2.9-Diploma.<br>b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. |
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**STRAND /  
DOMAIN**

**SPEAKING AND LISTENING**

|                                        |       |                                                                                                                                                                                        |
|----------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Presentation of Knowledge and Ideas                                                                                                                                                    |
| STANDARD                               | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

|             |                       |                                                                                                                                                        |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                                                                                                                                  |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                        |
|-------------|-----------------------|------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>c. | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|-----------------------|------------------------------------------------------------------------|

**STRAND /  
DOMAIN**

**SPEAKING AND LISTENING**

|                                        |       |                                                                            |
|----------------------------------------|-------|----------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Presentation of Knowledge and Ideas                                        |
| STANDARD                               | SL.4: | Adapt speech to a variety of contexts, audiences, and communicative tasks. |

|                                         |                       |                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | SL.4.9-Diploma.       | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                                                                                                                           |
| <b>STRAND / DOMAIN</b>                  |                       | <b>READING</b>                                                                                                                                                                                                                                                                                    |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                      |
| <b>STANDARD</b>                         | <b>R.5:</b>           | <b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>                                                                                                                                                 |
| EXPECTATION                             | R.5.9-Diploma.<br>a.  | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.                                                                                                                                                                                    |
| EXPECTATION                             | R.5.9-Diploma.<br>b.  | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.                                       |
| <b>STRAND / DOMAIN</b>                  |                       | <b>READING</b>                                                                                                                                                                                                                                                                                    |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                        |
| <b>STANDARD</b>                         | <b>R.7:</b>           | <b>Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>                                                                                         |
| EXPECTATION                             | R.7.9-Diploma.        | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
| <b>STRAND / DOMAIN</b>                  |                       | <b>READING</b>                                                                                                                                                                                                                                                                                    |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Fluency</b>                                                                                                                                                                                                                                                                                    |
| <b>STANDARD</b>                         | <b>R.12:</b>          | <b>Read with sufficient accuracy and fluency to support comprehension</b>                                                                                                                                                                                                                         |
| EXPECTATION                             | R.12.9-Diploma.<br>a. | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                                                                               |
| EXPECTATION                             | R.12.9-Diploma.<br>b. | Read various on-level texts with purpose and understanding.                                                                                                                                                                                                                                       |
| EXPECTATION                             | R.12.9-Diploma.<br>c. | Use context to confirm or self-correct word recognition.                                                                                                                                                                                                                                          |
| <b>STRAND / DOMAIN</b>                  |                       | <b>WRITING</b>                                                                                                                                                                                                                                                                                    |

|                                         |             |                                                                                                                                                                                                                                                                        |
|-----------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |             | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.1:</b> | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |

|             |                   |                                                                                                                    |
|-------------|-------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.1.9-Diploma. d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-------------------|--------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**WRITING**

|                                         |             |                                                                                                                                                |
|-----------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |             | <b>Process and Production</b>                                                                                                                  |
| <b>STANDARD</b>                         | <b>W.2:</b> | <b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b> |

|             |                   |                                                                                                                                                                                                                               |
|-------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.2.9-Diploma. a. | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**WRITING**

|                                         |             |                                                                                                                                                                    |
|-----------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |             | <b>Composing for Audience and Purpose</b>                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.3:</b> | <b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b> |

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|-------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.3.9-Diploma. a. | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                   |                                                                                                                                 |
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| EXPECTATION | W.3.9-Diploma. b. | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
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|             |                   |                                                                                                                                                         |
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| EXPECTATION | W.3.9-Diploma. c. | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. |
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| EXPECTATION | W.3.9-Diploma. e. | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|-------------------|---------------------------------------------------------------------------------|

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

**Maine Learning Results**

**Language Arts**

Grade 11 - Adopted: 2020

**STRAND / DOMAIN**

**Guiding Principles**

|                                        |    |                                                                                                                                                                                                         |
|----------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.              |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.   |

#### STRAND / DOMAIN

#### LANGUAGE

|                                        |                |                                                                                                                                                                                                                                                              |
|----------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                | Conventions of Standard English                                                                                                                                                                                                                              |
| STANDARD                               | L.1:           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| EXPECTATION                            | L.1.9-<br>D.b. | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

#### STRAND / DOMAIN

#### LANGUAGE

|                                        |                    |                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                    | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                |
| STANDARD                               | L.6:               | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.                                 |
| EXPECTATION                            | L.6.9-<br>Diploma. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

#### STRAND / DOMAIN

#### SPEAKING AND LISTENING

|                                        |                           |                                                                                                                                                                                                                                                             |
|----------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                           | Comprehension and Collaboration                                                                                                                                                                                                                             |
| STANDARD                               | SL.1:                     | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.                                                                                                               |
| EXPECTATION                            | SL.1.9-<br>Diploma.<br>a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.           |
| EXPECTATION                            | SL.1.9-<br>Diploma.<br>b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

|                                  |                   |                                                                                                                                                                                        |
|----------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                      | SL.1.9-Diploma.c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                 |
| EXPECTATION                      | SL.1.9-Diploma.d. | Propel conversations by posing and responding to questions that probe reasoning and evidence.                                                                                          |
| <b>STRAND / DOMAIN</b>           |                   | <b>SPEAKING AND LISTENING</b>                                                                                                                                                          |
| CATEGORY / PERFORMANCE INDICATOR |                   | Comprehension and Collaboration                                                                                                                                                        |
| STANDARD                         | SL.2:             | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.                                       |
| EXPECTATION                      | SL.2.9-Diploma.b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.                                  |
| <b>STRAND / DOMAIN</b>           |                   | <b>SPEAKING AND LISTENING</b>                                                                                                                                                          |
| CATEGORY / PERFORMANCE INDICATOR |                   | Presentation of Knowledge and Ideas                                                                                                                                                    |
| STANDARD                         | SL.3:             | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |
| EXPECTATION                      | SL.3.9-Diploma.a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.                                 |
| EXPECTATION                      | SL.3.9-Diploma.b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.       |
| EXPECTATION                      | SL.3.9-Diploma.c. | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                 |
| <b>STRAND / DOMAIN</b>           |                   | <b>SPEAKING AND LISTENING</b>                                                                                                                                                          |
| CATEGORY / PERFORMANCE INDICATOR |                   | Presentation of Knowledge and Ideas                                                                                                                                                    |
| STANDARD                         | SL.4:             | Adapt speech to a variety of contexts, audiences, and communicative tasks.                                                                                                             |
| EXPECTATION                      | SL.4.9-Diploma.   | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                |
| <b>STRAND / DOMAIN</b>           |                   | <b>WRITING</b>                                                                                                                                                                         |
| CATEGORY / PERFORMANCE INDICATOR |                   | Inquiry to Build and Present Knowledge                                                                                                                                                 |

|                 |             |                                                                                                                                                                                                                                                                        |
|-----------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD</b> | <b>W.1:</b> | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |
|-----------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                      |                                                                                                                    |
|-------------|----------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.1.9-Diploma.<br>d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|----------------------|--------------------------------------------------------------------------------------------------------------------|

**STRAND /  
DOMAIN**

**WRITING**

|                                                 |             |                                                                                                                                                |
|-------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY /<br/>PERFORMANCE<br/>INDICATOR</b> |             | <b>Process and Production</b>                                                                                                                  |
| <b>STANDARD</b>                                 | <b>W.2:</b> | <b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b> |

|             |                      |                                                                                                                                                                                                                               |
|-------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.2.9-Diploma.<br>a. | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND /  
DOMAIN**

**WRITING**

|                                                 |             |                                                                                                                                                                    |
|-------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY /<br/>PERFORMANCE<br/>INDICATOR</b> |             | <b>Composing for Audience and Purpose</b>                                                                                                                          |
| <b>STANDARD</b>                                 | <b>W.3:</b> | <b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b> |

|             |                      |                                                                                                                                                                                                                           |
|-------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.3.9-Diploma.<br>a. | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                      |                                                                                                                                 |
|-------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.3.9-Diploma.<br>b. | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------|

|             |                      |                                                                                                                                                         |
|-------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.3.9-Diploma.<br>c. | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. |
|-------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                      |                                                                                 |
|-------------|----------------------|---------------------------------------------------------------------------------|
| EXPECTATION | W.3.9-Diploma.<br>e. | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|----------------------|---------------------------------------------------------------------------------|

Week 05: Narrative Speech, p. 51-62

**Maine Learning Results**

**Language Arts**

Grade 11 - Adopted: 2020

**STRAND /  
DOMAIN**

**Guiding Principles**

|                                        |    |                                                                                                                                                                                                         |
|----------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.              |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.   |

#### STRAND / DOMAIN

#### LANGUAGE

|                                        |      |                                                                                                                                                                                                                                                                                               |
|----------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                |
| STANDARD                               | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

|             |                    |                                                                                                                                                                                                                                                                                                                               |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | L.6.9-<br>Diploma. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### STRAND / DOMAIN

#### SPEAKING AND LISTENING

|                                        |       |                                                                                                                                               |
|----------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Comprehension and Collaboration                                                                                                               |
| STANDARD                               | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

|             |                           |                                                                                                                                                                                                                                                   |
|-------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-<br>Diploma.<br>a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                           |                                                                                                                                                                                                                                                             |
|-------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-<br>Diploma.<br>b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
|-------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                           |                                                                                                                                                        |
|-------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-<br>Diploma.<br>c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                           |                                                                                               |
|-------------|---------------------------|-----------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-<br>Diploma.<br>d. | Propel conversations by posing and responding to questions that probe reasoning and evidence. |
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#### STRAND / DOMAIN

#### SPEAKING AND LISTENING

|                                        |  |                                 |
|----------------------------------------|--|---------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR |  | Comprehension and Collaboration |
|----------------------------------------|--|---------------------------------|



|                 |              |                                                                                                                                                         |
|-----------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD</b> | <b>SL.2:</b> | <b>Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</b> |
|-----------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                                                                                                       |
|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.2.9-Diploma.<br>b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. |
|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                         |              |                                                                                                                                                                                               |
|-----------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |              | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                    |
| <b>STANDARD</b>                         | <b>SL.3:</b> | <b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b> |

|             |                       |                                                                                                                                                        |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                                                                                                                                  |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                        |
|-------------|-----------------------|------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>c. | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|-----------------------|------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                         |              |                                                                                   |
|-----------------------------------------|--------------|-----------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |              | <b>Presentation of Knowledge and Ideas</b>                                        |
| <b>STANDARD</b>                         | <b>SL.4:</b> | <b>Adapt speech to a variety of contexts, audiences, and communicative tasks.</b> |

|             |                 |                                                                                                         |
|-------------|-----------------|---------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.4.9-Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |
|-------------|-----------------|---------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**READING**

|                                         |             |                                                                                                                                                   |
|-----------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |             | <b>Key Ideas and Details</b>                                                                                                                      |
| <b>STANDARD</b>                         | <b>R.5:</b> | <b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b> |

|             |                      |                                                                                                                                                                                                                                                             |
|-------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | R.5.9-Diploma.<br>b. | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**READING**

|                                         |             |                                                                                                           |
|-----------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------|
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |             | <b>Key Ideas and Details</b>                                                                              |
| <b>STANDARD</b>                         | <b>R.6:</b> | <b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b> |

|                                         |                |                                                                                                                                                                                                                                                                        |
|-----------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | R.6.9-Diploma. | Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).                                                     |
| <b>STRAND / DOMAIN</b>                  |                | <b>WRITING</b>                                                                                                                                                                                                                                                         |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.1:</b>    | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |

|                                         |                   |                                                                                                                                                |
|-----------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | W.1.9-Diploma. d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.                             |
| <b>STRAND / DOMAIN</b>                  |                   | <b>WRITING</b>                                                                                                                                 |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                   | <b>Process and Production</b>                                                                                                                  |
| <b>STANDARD</b>                         | <b>W.2:</b>       | <b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b> |

|                                         |                   |                                                                                                                                                                                                                               |
|-----------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | W.2.9-Diploma. a. | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| <b>STRAND / DOMAIN</b>                  |                   | <b>WRITING</b>                                                                                                                                                                                                                |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                   | <b>Composing for Audience and Purpose</b>                                                                                                                                                                                     |
| <b>STANDARD</b>                         | <b>W.3:</b>       | <b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>                                                            |

|             |                   |                                                                                                                                                                                                                           |
|-------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.3.9-Diploma. a. | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9-Diploma. b. | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.                                                                                           |
| EXPECTATION | W.3.9-Diploma. c. | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.                                                                   |
| EXPECTATION | W.3.9-Diploma. e. | Provide closure that enhances, supports, and reflects the purpose of the piece.                                                                                                                                           |

Week 06: Two Primary Speech Goals, p. 63-66

## Language Arts

Grade 11 - Adopted: 2020

| STRAND / DOMAIN                  | Guiding Principles |                                                                                                                                                                                                         |
|----------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | A.                 | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.              |
| CATEGORY / PERFORMANCE INDICATOR | C.                 | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY / PERFORMANCE INDICATOR | D.                 | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.   |
| CATEGORY / PERFORMANCE INDICATOR | E.                 | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.         |

| STRAND / DOMAIN                  | LANGUAGE   |                                                                                                                                                                                                                                                              |
|----------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |            | Conventions of Standard English                                                                                                                                                                                                                              |
| STANDARD                         | L.1:       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| EXPECTATION                      | L.1.9-D.b. | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / DOMAIN                  | SPEAKING AND LISTENING |                                                                                                                                                                                                                                                             |
|----------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |                        | Comprehension and Collaboration                                                                                                                                                                                                                             |
| STANDARD                         | SL.1:                  | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.                                                                                                               |
| EXPECTATION                      | SL.1.9-Diploma. a.     | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.           |
| EXPECTATION                      | SL.1.9-Diploma. b.     | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION                      | SL.1.9-Diploma. c.     | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                                                                                      |

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Comprehension and Collaboration                                                                                                                  |
|----------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                               | SL.2: | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. |

|             |                           |                                                                                                                                                       |
|-------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.2.9-<br>Diploma.<br>b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. |
|-------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

| CATEGORY /<br>PERFORMANCE<br>INDICATOR |       | Presentation of Knowledge and Ideas                                                                                                                                                    |
|----------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                               | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

|             |                           |                                                                        |
|-------------|---------------------------|------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-<br>Diploma.<br>c. | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|---------------------------|------------------------------------------------------------------------|

**Week 07: Expository Speech, p. 67-78****Maine Learning Results****Language Arts****Grade 11 - Adopted: 2020****STRAND /  
DOMAIN****Guiding Principles**

|                                        |    |                                                                                                                                                                                                         |
|----------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.              |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.   |
| CATEGORY /<br>PERFORMANCE<br>INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.         |

**STRAND /  
DOMAIN****LANGUAGE**

| CATEGORY /<br>PERFORMANCE<br>INDICATOR |  | Conventions of Standard English |
|----------------------------------------|--|---------------------------------|
|----------------------------------------|--|---------------------------------|

| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|------|--------------------------------------------------------------------------------------------------------|
|----------|------|--------------------------------------------------------------------------------------------------------|

|             |            |                                                                                                                                                                                                                                                              |
|-------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | L.1.9-D.b. | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
|-------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**LANGUAGE**

| CATEGORY / PERFORMANCE INDICATOR |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                |
|----------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                         | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

|             |                |                                                                                                                                                                                                                                                                                                                               |
|-------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | L.6.9-Diploma. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR |       | Comprehension and Collaboration                                                                                                               |
|----------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                         | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

|             |                    |                                                                                                                                                                                                                                                   |
|-------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma. a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                    |                                                                                                                                                                                                                                                             |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma. b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                    |                                                                                                                                                        |
|-------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma. c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR |       | Comprehension and Collaboration                                                                                                                  |
|----------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                         | SL.2: | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. |

|             |                    |                                                                                                                                                       |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.2.9-Diploma. b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR |       | Presentation of Knowledge and Ideas                                                                                                                                                    |
|----------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                         | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

|             |                       |                                                                                                                                                        |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                                                                                                                                  |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                        |
|-------------|-----------------------|------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma.<br>c. | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|-----------------------|------------------------------------------------------------------------|

#### STRAND / DOMAIN

#### SPEAKING AND LISTENING

| CATEGORY / PERFORMANCE INDICATOR |       | Presentation of Knowledge and Ideas                                        |
|----------------------------------|-------|----------------------------------------------------------------------------|
| STANDARD                         | SL.4: | Adapt speech to a variety of contexts, audiences, and communicative tasks. |

|             |                 |                                                                                                         |
|-------------|-----------------|---------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.4.9-Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |
|-------------|-----------------|---------------------------------------------------------------------------------------------------------|

#### STRAND / DOMAIN

#### READING

| CATEGORY / PERFORMANCE INDICATOR |      | Key Ideas and Details                                                                                                                      |
|----------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                         | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

|             |                      |                                                                                                                                                                                                                                                             |
|-------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | R.5.9-Diploma.<br>b. | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### STRAND / DOMAIN

#### READING

| CATEGORY / PERFORMANCE INDICATOR |       | Integration of Knowledge and Ideas                                                                                                  |
|----------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                         | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

|             |                       |                                                                                                                                                                                                |
|-------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | R.11.9-Diploma.<br>a. | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. |
|-------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                       |                                                                                                                                                                                    |
|-------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | R.11.9-Diploma.<br>c. | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |
|-------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND /  
DOMAIN****WRITING**

| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                      | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
|----------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                               | W.1:                 | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |
| EXPECTATION                            | W.1.9-Diploma.<br>b. | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.                                                                            |
| EXPECTATION                            | W.1.9-Diploma.<br>c. | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.                                                                                                          |
| EXPECTATION                            | W.1.9-Diploma.<br>d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.                                                                                                                                                     |

**STRAND /  
DOMAIN****WRITING**

| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                      | <b>Process and Production</b>                                                                                                                                                                                                 |
|----------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                               | W.2:                 | <b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>                                                                                |
| EXPECTATION                            | W.2.9-Diploma.<br>a. | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

**STRAND /  
DOMAIN****WRITING**

| CATEGORY /<br>PERFORMANCE<br>INDICATOR |                      | <b>Composing for Audience and Purpose</b>                                                                                                                                                                                 |
|----------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                               | W.3:                 | <b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>                                                        |
| EXPECTATION                            | W.3.9-Diploma.<br>a. | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
| EXPECTATION                            | W.3.9-Diploma.<br>b. | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.                                                                                           |
| EXPECTATION                            | W.3.9-Diploma.<br>c. | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.                                                                   |
| EXPECTATION                            | W.3.9-Diploma.<br>e. | Provide closure that enhances, supports, and reflects the purpose of the piece.                                                                                                                                           |

## Maine Learning Results

### Language Arts

Grade 11 - Adopted: 2020

#### STRAND / DOMAIN

#### Guiding Principles

CATEGORY /  
PERFORMANCE  
INDICATOR

A.

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY /  
PERFORMANCE  
INDICATOR

C.

A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY /  
PERFORMANCE  
INDICATOR

D.

A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY /  
PERFORMANCE  
INDICATOR

E.

An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY /  
PERFORMANCE  
INDICATOR

Conventions of Standard English

STANDARD

L.1:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION

L.1.9-  
D.b.

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

#### STRAND / DOMAIN

#### SPEAKING AND LISTENING

CATEGORY /  
PERFORMANCE  
INDICATOR

Comprehension and Collaboration

STANDARD

SL.1:

Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION

SL.1.9-  
Diploma.  
a.

Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION

SL.1.9-  
Diploma.  
b.

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



|                                         |                               |                                                                                                                                                                                                                                                                        |
|-----------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | SL.1.9-Diploma.<br>c.         | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                                                                                                 |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                 |
| <b>STANDARD</b>                         | <b>SL.2:</b>                  | <b>Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</b>                                                                                                                |
| EXPECTATION                             | SL.2.9-Diploma.<br>b.         | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.                                                                                                                  |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.3:</b>                  | <b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>                                                                          |
| EXPECTATION                             | SL.3.9-Diploma.<br>a.         | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.                                                                                                                 |
| EXPECTATION                             | SL.3.9-Diploma.<br>b.         | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.                                                                                       |
| EXPECTATION                             | SL.3.9-Diploma.<br>c.         | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                                                                                                 |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.4:</b>                  | <b>Adapt speech to a variety of contexts, audiences, and communicative tasks.</b>                                                                                                                                                                                      |
| EXPECTATION                             | SL.4.9-Diploma.               | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                                                                                                |
| <b>STRAND / DOMAIN</b>                  | <b>WRITING</b>                |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.1:</b>                   | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |

|             |                  |                                                                                                                                                               |
|-------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.1.9-Diploma.c. | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
| EXPECTATION | W.1.9-Diploma.d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.                                            |

Week 09: Persuasive Speech, p. 83-94

## Maine Learning Results

### Language Arts

Grade 11 - Adopted: 2020

| STRAND / DOMAIN                  |            | Guiding Principles                                                                                                                                                                                                                                                                            |
|----------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | A.         | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.                                                                                                    |
| CATEGORY / PERFORMANCE INDICATOR | C.         | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.                                                                                       |
| CATEGORY / PERFORMANCE INDICATOR | D.         | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.                                                                                         |
| CATEGORY / PERFORMANCE INDICATOR | E.         | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.                                                                                               |
| STRAND / DOMAIN                  |            | LANGUAGE                                                                                                                                                                                                                                                                                      |
| CATEGORY / PERFORMANCE INDICATOR |            | Conventions of Standard English                                                                                                                                                                                                                                                               |
| STANDARD                         | L.1:       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                        |
| EXPECTATION                      | L.1.9-D.b. | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.                                  |
| STRAND / DOMAIN                  |            | LANGUAGE                                                                                                                                                                                                                                                                                      |
| CATEGORY / PERFORMANCE INDICATOR |            | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                |
| STANDARD                         | L.6:       | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

|             |                |                                                                                                                                                                                                                                                                                                                               |
|-------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | L.6.9-Diploma. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                  |       |                                                                                                                                               |
|----------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |       | Comprehension and Collaboration                                                                                                               |
| STANDARD                         | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

|             |                    |                                                                                                                                                                                                                                                   |
|-------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma. a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                    |                                                                                                                                                                                                                                                             |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma. b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                    |                                                                                                                                                        |
|-------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.1.9-Diploma. c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                  |       |                                                                                                                                                  |
|----------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |       | Comprehension and Collaboration                                                                                                                  |
| STANDARD                         | SL.2: | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. |

|             |                    |                                                                                                                                                       |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.2.9-Diploma. b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. |
|-------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

|                                  |       |                                                                                                                                                                                        |
|----------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |       | Presentation of Knowledge and Ideas                                                                                                                                                    |
| STANDARD                         | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

|             |                    |                                                                                                                                                        |
|-------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma. a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. |
|-------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|             |                    |                                                                                                                                                                                  |
|-------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | SL.3.9-Diploma. b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                   |                                                                                                                                                                                                                                                                        |
|-----------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | SL.3.9-Diploma.c. | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                                                                                                 |
| <b>STRAND / DOMAIN</b>                  |                   | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                          |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                   | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.4:</b>      | <b>Adapt speech to a variety of contexts, audiences, and communicative tasks.</b>                                                                                                                                                                                      |
| EXPECTATION                             | SL.4.9-Diploma.   | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                                                                                                |
| <b>STRAND / DOMAIN</b>                  |                   | <b>READING</b>                                                                                                                                                                                                                                                         |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                   | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                              |
| <b>STANDARD</b>                         | <b>R.11:</b>      | <b>Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).</b>                                                                                                                             |
| EXPECTATION                             | R.11.9-Diploma.a. | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.                                                                         |
| EXPECTATION                             | R.11.9-Diploma.c. | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.                                                                                     |
| <b>STRAND / DOMAIN</b>                  |                   | <b>WRITING</b>                                                                                                                                                                                                                                                         |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                   | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.1:</b>       | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |
| EXPECTATION                             | W.1.9-Diploma.b.  | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.                                                                            |
| EXPECTATION                             | W.1.9-Diploma.c.  | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.                                                                                                          |
| EXPECTATION                             | W.1.9-Diploma.d.  | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.                                                                                                                                                     |
| <b>STRAND / DOMAIN</b>                  |                   | <b>WRITING</b>                                                                                                                                                                                                                                                         |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                   | <b>Process and Production</b>                                                                                                                                                                                                                                          |

| STANDARD                         | W.2:                 | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.                                                                                       |
|----------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                      | W.2.9-Diploma.<br>a. | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| <b>STRAND / DOMAIN</b>           |                      | <b>WRITING</b>                                                                                                                                                                                                                |
| CATEGORY / PERFORMANCE INDICATOR |                      | Composing for Audience and Purpose                                                                                                                                                                                            |
| STANDARD                         | W.3:                 | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.                                                                   |
| EXPECTATION                      | W.3.9-Diploma.<br>a. | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.     |
| EXPECTATION                      | W.3.9-Diploma.<br>b. | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.                                                                                               |
| EXPECTATION                      | W.3.9-Diploma.<br>c. | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.                                                                       |
| EXPECTATION                      | W.3.9-Diploma.<br>e. | Provide closure that enhances, supports, and reflects the purpose of the piece.                                                                                                                                               |

Week 10: Extensive Memory Techniques, p. 95-98

**Maine Learning Results**

**Language Arts**

Grade 11 - Adopted: 2020

| <b>STRAND / DOMAIN</b>           | <b>Guiding Principles</b> |                                                                                                                                                                                                       |
|----------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | A.                        | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.            |
| CATEGORY / PERFORMANCE INDICATOR | D.                        | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |
| <b>STRAND / DOMAIN</b>           |                           | <b>LANGUAGE</b>                                                                                                                                                                                       |
| CATEGORY / PERFORMANCE INDICATOR |                           | Conventions of Standard English                                                                                                                                                                       |
| STANDARD                         | L.1:                      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                |

|                                         |                    |                                                                                                                                                                                                                                                              |
|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | L.1.9-D.b.         | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| <b>STRAND / DOMAIN</b>                  |                    | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                       |
| <b>STANDARD</b>                         | <b>SL.1:</b>       | <b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>                                                                                                         |
| EXPECTATION                             | SL.1.9-Diploma. a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.            |
| EXPECTATION                             | SL.1.9-Diploma. b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  |
| EXPECTATION                             | SL.1.9-Diploma. c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                                                                                       |
| <b>STRAND / DOMAIN</b>                  |                    | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                       |
| <b>STANDARD</b>                         | <b>SL.2:</b>       | <b>Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</b>                                                                                                      |
| EXPECTATION                             | SL.2.9-Diploma. b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.                                                                                                        |
| <b>STRAND / DOMAIN</b>                  |                    | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                    | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                   |
| <b>STANDARD</b>                         | <b>SL.3:</b>       | <b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>                                                                |
| EXPECTATION                             | SL.3.9-Diploma. a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.                                                                                                       |
| EXPECTATION                             | SL.3.9-Diploma. c. | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                                                                                       |

# Maine Learning Results

## Language Arts

Grade 11 - Adopted: 2020

| STRAND / DOMAIN                  | Guiding Principles |                                                                                                                                                                                            |
|----------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | A.                 | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |

|                                  |    |                                                                                                                                                                                                       |
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| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |
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| STRAND / DOMAIN                  | LANGUAGE |                                                                                                                                                                                                                                                                                               |
|----------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |          | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                |
| STANDARD                         | L.6:     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

|             |                |                                                                                                                                                                                                                                                                                                                               |
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| EXPECTATION | L.6.9-Diploma. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| STRAND / DOMAIN                  | SPEAKING AND LISTENING |                                                                                                                                               |
|----------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |                        | Comprehension and Collaboration                                                                                                               |
| STANDARD                         | SL.1:                  | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

|             |                    |                                                                                                                                                                                                                                                   |
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| EXPECTATION | SL.1.9-Diploma. a. | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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|             |                    |                                                                                                                                                                                                                                                             |
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| EXPECTATION | SL.1.9-Diploma. b. | Come to discussions prepared, having read and researched material under study; explicitly draw on that 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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| EXPECTATION | SL.1.9-Diploma. c. | 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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| STRAND / DOMAIN                  | SPEAKING AND LISTENING |                                                                                                                                                  |
|----------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR |                        | Comprehension and Collaboration                                                                                                                  |
| STANDARD                         | SL.2:                  | Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. |

|                                         |                               |                                                                                                                                                                                                                                                                        |
|-----------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION                             | SL.2.9-Diploma.<br>b.         | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.                                                                                                                  |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.3:</b>                  | <b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>                                                                          |
| EXPECTATION                             | SL.3.9-Diploma.<br>a.         | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.                                                                                                                 |
| EXPECTATION                             | SL.3.9-Diploma.<br>b.         | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.                                                                                       |
| EXPECTATION                             | SL.3.9-Diploma.<br>c.         | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                                                                                                 |
| <b>STRAND / DOMAIN</b>                  | <b>SPEAKING AND LISTENING</b> |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.4:</b>                  | <b>Adapt speech to a variety of contexts, audiences, and communicative tasks.</b>                                                                                                                                                                                      |
| EXPECTATION                             | SL.4.9-Diploma.               | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                                                                                                |
| <b>STRAND / DOMAIN</b>                  | <b>READING</b>                |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Craft and Structure</b>                                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>R.9:</b>                   | <b>Assess how perspective or purpose shapes the content and style of a text.</b>                                                                                                                                                                                       |
| EXPECTATION                             | R.9.9-Diploma.                | Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.                                                         |
| <b>STRAND / DOMAIN</b>                  | <b>WRITING</b>                |                                                                                                                                                                                                                                                                        |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                               | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.1:</b>                   | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |



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| EXPECTATION                      | W.1.9-Diploma.<br>a. | Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. |
| EXPECTATION                      | W.1.9-Diploma.<br>d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.                                                                                                             |
| <b>STRAND / DOMAIN WRITING</b>   |                      |                                                                                                                                                                                                                                |
| CATEGORY / PERFORMANCE INDICATOR |                      | Process and Production                                                                                                                                                                                                         |
| STANDARD                         | W.2:                 | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.                                                                                        |
| EXPECTATION                      | W.2.9-Diploma.<br>a. | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |

Week 12: Various Speech Opportunities, p. 110-119

**Maine Learning Results**

**Language Arts**

**Grade 11 - Adopted: 2020**

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|-----------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STRAND / DOMAIN</b>                        | <b>Guiding Principles</b> |                                                                                                                                                                                                                                                             |
| CATEGORY / PERFORMANCE INDICATOR              | A.                        | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.                                                                  |
| CATEGORY / PERFORMANCE INDICATOR              | D.                        | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.                                                       |
| <b>STRAND / DOMAIN SPEAKING AND LISTENING</b> |                           |                                                                                                                                                                                                                                                             |
| CATEGORY / PERFORMANCE INDICATOR              |                           | Comprehension and Collaboration                                                                                                                                                                                                                             |
| STANDARD                                      | SL.1:                     | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.                                                                                                               |
| EXPECTATION                                   | SL.1.9-Diploma.<br>a.     | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.           |
| EXPECTATION                                   | SL.1.9-Diploma.<br>b.     | Come to discussions prepared, having read and researched material under study; explicitly draw on that 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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| EXPECTATION                             | SL.1.9-Diploma.<br>c. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                                                                                                 |
| <b>STRAND / DOMAIN</b>                  |                       | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                          |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                 |
| <b>STANDARD</b>                         | <b>SL.2:</b>          | <b>Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</b>                                                                                                                |
| EXPECTATION                             | SL.2.9-Diploma.<br>b. | Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.                                                                                                                  |
| <b>STRAND / DOMAIN</b>                  |                       | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                          |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.3:</b>          | <b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>                                                                          |
| EXPECTATION                             | SL.3.9-Diploma.<br>a. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.                                                                                                                 |
| EXPECTATION                             | SL.3.9-Diploma.<br>b. | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.                                                                                       |
| EXPECTATION                             | SL.3.9-Diploma.<br>c. | Use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                                                                                                 |
| <b>STRAND / DOMAIN</b>                  |                       | <b>SPEAKING AND LISTENING</b>                                                                                                                                                                                                                                          |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                             |
| <b>STANDARD</b>                         | <b>SL.4:</b>          | <b>Adapt speech to a variety of contexts, audiences, and communicative tasks.</b>                                                                                                                                                                                      |
| EXPECTATION                             | SL.4.9-Diploma.       | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.                                                                                                                                                                |
| <b>STRAND / DOMAIN</b>                  |                       | <b>WRITING</b>                                                                                                                                                                                                                                                         |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> |                       | <b>Inquiry to Build and Present Knowledge</b>                                                                                                                                                                                                                          |
| <b>STANDARD</b>                         | <b>W.1:</b>           | <b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b> |

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|             |                          |                                                                                                                    |
|-------------|--------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | W.1.9-<br>Diploma.<br>d. | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|--------------------------|--------------------------------------------------------------------------------------------------------------------|