

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: Montana Content Standards

**Subject:** Language Arts

**Grade:** 11

### Introduction to Public Speaking

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

## Montana Content Standards

### Language Arts

Grade 11 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

**BENCHMARK / STANDARD**      **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK      RL.11-12.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

**BENCHMARK / STANDARD**      **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK      RL.11-12.10.      By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .11-12.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**      **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK      RI.11-12.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

GRADE LEVEL EXPECTATION / BENCHMARK      RI.11-12.2.      Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CONTENT STANDARD / DOMAIN**      **MT.CC.RI .11-12.**      **Reading Standards for Informational Text**

**BENCHMARK / STANDARD**      **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

EXPECTATION	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 11-12.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.

EXPECTATION	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 11-12.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

**Montana Content Standards**

**Language Arts**  
**Grade 11 - Adopted: 2011**

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 11-12.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.
EXPECTATION	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 11-12.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 03: The Body of a Speech, p. 29-42

**Montana Content Standards**

**Language Arts**

Grade 11 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.
EXPECTATION	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Montana Content Standards

### Language Arts

**CONTENT STANDARD / DOMAIN**      **MT.CC.R L.11-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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EXPECTATION	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**



BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 11-12.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 05: Narrative Speech, p. 51-62

## Montana Content Standards

### Language Arts

Grade 11 - Adopted: 2011

#### CONTENT STANDARD / DOMAIN MT.CC.R L.11-12. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11- 12.2.	Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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#### CONTENT STANDARD / DOMAIN MT.CC.W .11-12. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / BENCHMARK	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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EXPECTATION	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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EXPECTATION	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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#### CONTENT STANDARD / DOMAIN MT.CC.W .11-12. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.L. 11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 06: Two Primary Speech Goals, p. 63-66

## Montana Content Standards

### Language Arts

#### Grade 11 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 07: Expository Speech, p. 67-78

## Montana Content Standards

### Language Arts

#### Grade 11 - Adopted: 2011

#### CONTENT STANDARD / DOMAIN MT.CC.RI .11-12. Reading Standards for Informational Text

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / BENCHMARK	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 11-12.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 08: Three Modes of Persuasion, p. 79-82

## Montana Content Standards

### Language Arts

#### Grade 11 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.



EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Week 09: Persuasive Speech, p. 83-94

## Montana Content Standards

### Language Arts

Grade **11** - Adopted: **2011**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.RI .11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S.L.11-12.</b>	<b>Speaking and Listening Standards</b>

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

## Montana Content Standards

### Language Arts

Grade 11 - Adopted: 2011

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT  
STANDARD /  
DOMAIN**      **MT.CC.S  
L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**CONTENT  
STANDARD /  
DOMAIN**      **MT.CC.S  
L.11-12.**      **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 11: Impromptu Speech, p. 99-110

## Montana Content Standards

### Language Arts

Grade 11 - Adopted: 2011

**CONTENT  
STANDARD /  
DOMAIN**      **MT.CC.RI  
.11-12.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.11- 12.6.	Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
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**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CONTENT STANDARD / DOMAIN**      **MT.CC.W .11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN**      **MT.CC.S L.11-12.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / BENCHMARK	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Montana Content Standards

### Language Arts

Grade 11 - Adopted: 2011

**CONTENT STANDARD / DOMAIN** **MT.CC.W .11-12.** **Writing Standards**

**BENCHMARK / STANDARD** **Research to Build and Present Knowledge**

GRADE LEVEL EXPECTATION / BENCHMARK	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.W .11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / BENCHMARK	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.CC.S L.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)