

# Main Criteria: Introduction to Public Speaking

Secondary Criteria: West Virginia College and Career Readiness Standards

Subject: Language Arts

Grade: 11

## Introduction to Public Speaking

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

### West Virginia College and Career Readiness Standards

#### Language Arts

Grade 11 - Adopted: 2016

#### CONTENT STANDARD / COURSE

WV.11.R. Reading

#### CONTENT STANDARD / OBJECTIVE

#### Key Ideas and Details

OBJECTIVE / EXPECTATION

ELA.11.1.

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

OBJECTIVE / EXPECTATION

ELA.11.4.

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

OBJECTIVE / EXPECTATION

ELA.11.5.

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

#### CONTENT STANDARD / COURSE

WV.11.R. Reading

#### CONTENT STANDARD / OBJECTIVE

#### Craft and Structure

OBJECTIVE / EXPECTATION

ELA.11.1.0.

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

#### CONTENT STANDARD / COURSE

WV.11.R. Reading

#### CONTENT STANDARD / OBJECTIVE

#### Range of Reading and Text Complexity

OBJECTIVE / EXPECTATION

ELA.11.1.8.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.

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

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

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

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
OBJECTIVE / EXPECTATION	ELA.11.3 5.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)

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

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

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

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

## West Virginia College and Career Readiness Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
OBJECTIVE / EXPECTATION	ELA.11.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.3 9.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.11.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

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

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Key Ideas and Details</b>
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OBJECTIVE / EXPECTATION	ELA.11.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Reading and Text Complexity</b>
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OBJECTIVE / EXPECTATION	ELA.11.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION      ELA.11.3 2.      Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION      ELA.11.3 3.      Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

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

GRADE LEVEL EXPECTATION      ELA.11.3 9.4.      Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.11.R. Reading**

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

OBJECTIVE / EXPECTATION      ELA.11.1.8.      By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.

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

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

OBJECTIVE / EXPECTATION      ELA.11.2.1.      **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

GRADE LEVEL EXPECTATION      ELA.11.2.1.1.      Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION      ELA.11.2.1.2.      Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION      ELA.11.2.1.3.      Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION      ELA.11.2.1.4.      Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION      ELA.11.2.1.6.      Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

OBJECTIVE / EXPECTATION      ELA.11.2.3.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION      ELA.11.2.4.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>

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

Week 05: Narrative Speech, p. 51-62

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.11.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
OBJECTIVE / EXPECTATION	ELA.11.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).

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

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

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

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
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OBJECTIVE / EXPECTATION      ELA.11.2 7.      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).

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

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

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL .</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL .</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>OBJECTIVE / EXPECTATION</b>	ELA.11.3 5.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE / EXPECTATION</b>	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

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

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

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

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

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

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

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

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

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

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

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

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 07: Expository Speech, p. 67-78

**West Virginia College and Career Readiness Standards**

**Language Arts**

Grade 11 - Adopted: 2016

**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION	ELA.11.1 5.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
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**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 1.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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GRADE LEVEL EXPECTATION	ELA.11.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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GRADE LEVEL EXPECTATION	ELA.11.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / COURSE**      **WV.11.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 2.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	ELA.11.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
OBJECTIVE / EXPECTATION	ELA.11.3 5.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.L.</b>	<b>Language</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE / EXPECTATION	ELA.11.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

**CONTENT STANDARD / COURSE**      **WV.11.W. Writing****CONTENT STANDARD / OBJECTIVE**      **Research to Build and Present Knowledge**

OBJECTIVE / EXPECTATION      ELA.11.2 7.      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).

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

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

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

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

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

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

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

OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>

OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 09: Persuasive Speech, p. 83-94

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.R.</b>	<b>Reading</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>

OBJECTIVE / EXPECTATION	ELA.11.1 5.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
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<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
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<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.2 0.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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GRADE LEVEL EXPECTATION	ELA.11.2 0.1.	Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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GRADE LEVEL EXPECTATION	ELA.11.2 0.2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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GRADE LEVEL EXPECTATION	ELA.11.2 0.3.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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GRADE LEVEL EXPECTATION	ELA.11.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
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**CONTENT STANDARD / COURSE**      **WV.11.W. Writing**

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

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

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

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

**CONTENT STANDARD / OBJECTIVE**      **Research to Build and Present Knowledge**

OBJECTIVE / EXPECTATION      ELA.11.2 6.      Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

OBJECTIVE / EXPECTATION      ELA.11.2 7.      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).

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

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

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

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

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

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

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

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

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION      ELA.11.3  
2.      Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION      ELA.11.3  
3.      Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

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

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

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

GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / COURSE**      **WV.11.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
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OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**CONTENT STANDARD / COURSE**      **WV.11.SL    Speaking & Listening**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
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OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 11: Impromptu Speech, p. 99-110

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**CONTENT STANDARD / COURSE**      **WV.11.R.    Reading**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Craft and Structure</b>
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OBJECTIVE / EXPECTATION	ELA.11.1 2.	Determine an author's point of view or purpose in an informational text 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 / COURSE**      **WV.11.W.    Writing**

<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Production and Distribution of Writing</b>
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OBJECTIVE / EXPECTATION	ELA.11.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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OBJECTIVE / EXPECTATION	ELA.11.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 6.	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.11.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE / EXPECTATION</b>	<b>ELA.11.3 0.</b>	<b>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	ELA.11.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.11.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.11.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.11.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.SL</b>	<b>Speaking &amp; Listening</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
OBJECTIVE / EXPECTATION	ELA.11.3 5.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)

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

**West Virginia College and Career Readiness Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE / EXPECTATION	ELA.11.2 7.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).
<b>CONTENT STANDARD / COURSE</b>	<b>WV.11.W.</b>	<b>Writing</b>
<b>CONTENT STANDARD / OBJECTIVE</b>		<b>Range of Writing</b>
OBJECTIVE / EXPECTATION	ELA.11.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

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

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.11.3 2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.11.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
OBJECTIVE / EXPECTATION	ELA.11.3 5.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)