Main Criteria: University-Ready Writing

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 11

University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

Arizona's College and Career Ready Standards

Grade 11 - Adopted: 2016		
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.2.	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.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.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.

STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellon 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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.3.a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.b.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.11- 12.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Arizona's College and Career Ready Standards

Grade 11 - Adopted: 2016		
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.9.b.	Apply grades 11-12 Reading standards to informational and nonfiction text.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision@making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE /	11-	Propel conversations by posing and responding to questions that probe reasoning and evidence;

OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.4.	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.3.a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.b.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.11- 12.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Arizona's College and Career Ready Standards

Grade 11 - Adopted: 2016			
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text	
CONCEPT / STANDARD		Key Ideas and Details	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.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.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.2.	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text	
CONCEPT / STANDARD		Craft and Structure	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.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.	
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text	
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11.	
STRAND	AZ.11- 12.W.	Writing Standards	
CONCEPT / STANDARD		Text Types and Purposes	

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
	11- 12.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY		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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	12.W.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.) 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	12.W.4. 11- 12.W.5.	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.) 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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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.5. AZ.11- 12.W.	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.) 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.) Writing Standards Range of Writing 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.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision@making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.3.a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.b.	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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: Basic and Expanded Essay Models; TRIAC, p. 31-34

Arizona's College and Career Ready Standards

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND	AZ.11- 12.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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 05: Practice Note Taking; Tools of Invention, p. 35-40

Arizona's College and Career Ready Standards

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellon one, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.4.	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Language Arts

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision@making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

Arizona's College and Career Ready Standards

Language Arts

Grade 11 - Adonted: 2016

STRAND AZ.11- Writing Standards 12.W.

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
	12.00.	
CONCEPT / STANDARD	12.w.	Production and Distribution of Writing
	11- 12.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY	11-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	11- 12.W.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.) 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.4. 11- 12.W.5.	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.) 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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	11- 12.W.4. 11- 12.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.) 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.) Writing Standards
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	11- 12.W.4. 11- 12.W.5. AZ.11- 12.W.	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.) 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.) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellon) 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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision@making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
E OBJECTIVE / PROFICIENCY		
E OBJECTIVE / PROFICIENCY LEVEL	12.SL.3.	stance, premises, links among ideas, word choice, points of emphasis, and tone used.
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	12.SL.3.	stance, premises, links among ideas, word choice, points of emphasis, and tone used. Speaking and Listening Standards
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	12.SL.3. AZ.11- 12.SL.	Speaking and Listening Standards Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	12.SL.3. AZ.11- 12.SL. 11- 12.SL.4.	Speaking and Listening Standards Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

Arizona's College and Career Ready Standards

STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.2.	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.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.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradell specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.

STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonl one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
E OBJECTIVE / PROFICIENCY		
E OBJECTIVE / PROFICIENCY LEVEL	12.SL.3.	stance, premises, links among ideas, word choice, points of emphasis, and tone used.
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	12.SL.3.	stance, premises, links among ideas, word choice, points of emphasis, and tone used. Language Standards
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	12.SL.3. AZ.11- 12.L.	Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	12.SL.3. AZ.11- 12.L. 11- 12.L.3.	Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of
E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	12.SL.3. AZ.11- 12.L.3. 11- 12.L.3.a.	Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.b.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

Arizona's College and Career Ready Standards

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfl 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.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.9.b.	Apply grades 11-12 Reading standards to informational and nonfiction text.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onelond one, in groups, and teacherded) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Arizona's College and Career Ready Standards

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfl 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onelond one, in groups, and teacherdled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.

STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND	AZ.11- 12.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Vocabulary Acquisition and Use

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

Arizona's College and Career Ready Standards

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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, graphics, and multimedia when useful for comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.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).
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)

PERFORMANC E OBJECTIVE! Develop and strangthen witing as needed by planning, revising, editing, movining, or typing a new approach, fecularing 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.) STRAND AZ.11- 12.W. Writing Standards Range of Writing Range of Writing PERFORMANC E OBJECTIVE! PROFICIENCY LEVEL STRAND AZ.11- 22.W.1. Speaking and Listening Standards Concept / STANDARD Comprehension and Collaboration Initiate and participate effectively in a range of tasks, purposes, and audiences. In groups, and teacher led) with diverse partners on grades 13-12 topics, tests, and issues, building on other several having road and expressing their own clearly and persuasively. LEVEL CORECTIVE! COBJECTIVE! CRADE LEVEL 22.S.1.a. EXPECTATION COBJECTIVE! CRADE LEVEL 22.S.1.b. Work with peers to promote civil, democrate discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. Work with peers to promote civil, democrate discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. CONCEPT / STANDARD AZ.11- 12.S.1. Respond thoughfully to diverse perspectives, synthesize comments, claims, and evidence make and conclusions; and promote divergent and creative perspectives. STRAND AZ.11- 12.S.1. Propel conversations by posing and responding to questions that probe reasoning and evidence make and conclusions; and promote divergent and creative perspectives. STRAND AZ.11- 12.S.1. Speaking and Listening Standards CONCEPT / STANDARD Knowledge of Language		
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GRADE LEVEL EXPECTATION 12.SL.1.d. 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. STRAND AZ.11- 12.SL. CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND AZ.11- 12.SL.3. Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. STRAND AZ.11- 12.L. Knowledge of Language Knowledge of Language	GRADE LEVEL	ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas
CONCEPT / STANDARD Comprehension and Collaboration PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL Language Standards CONCEPT / Knowledge of Language Concept / Standards Concept / Knowledge of Language	GRADE LEVEL	on all sides of an issue; resolve contradictions when possible; and determine what additional
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. STRAND AZ.11- 12.L. Language Standards CONCEPT / Knowledge of Language	STRAND	Speaking and Listening Standards
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12.L. CONCEPT / Knowledge of Language	E OBJECTIVE / PROFICIENCY	
	STRAND	Language Standards
		Knowledge of Language

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.3.a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.b.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.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 12: Analyze Writing Style; On-Demand Essays, p. 111-122

Arizona's College and Career Ready Standards

		Grade 11 - Adopted: 2016
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
STRAND	AZ.11- 12.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RL.9.	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.2.	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.Rl.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.
STRAND	AZ.11- 12.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE	11-	Write narratives to develop real or imagined experiences or events using effective
OBJECTIVE / PROFICIENCY LEVEL	12.W.3.	technique, well@chosen details, and well@structured event sequences.

OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.)
STRAND	AZ.11- 12.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.W.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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision@making, set clear goals and deadlines, and establish individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.SL.1.d.	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.
STRAND	AZ.11- 12.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND	AZ.11- 12.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	11- 12.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.3.a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND	AZ.11- 12.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Vocabulary Acquisition and Use
CONCEPT /		
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	12.L.	Vocabulary Acquisition and Use 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
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	11- 12.L.4.	Vocabulary Acquisition and Use 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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	11- 12.L.4.	Vocabulary Acquisition and Use 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. 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.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	11- 12.L.4.b. 11- 12.L.4.b.	Vocabulary Acquisition and Use 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. 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. Verify the preliminary determination of the meaning of a word or phrase.