

Main Criteria: University-Ready Writing

Secondary Criteria: California Content Standards

Subject: Language Arts

Grade: 12

University-Ready Writing

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

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.11-12	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL 11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.11-12.6.	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 power, persuasiveness, or beauty of the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

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

EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.3.	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 / DOMAIN / PART	CA.CC.SL.11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.11-12.4.	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.a.	Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA

FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.4.b.	Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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

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

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

**CONTENT
STANDARD /
DOMAIN / PART** **CCSS.EL
A-
Literacy.
CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .11-12.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

EXPECTATION / SUBSTRAND	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .11-12.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

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

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

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

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

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

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

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.3.	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 / DOMAIN / PART **CA.CC.L. 11-12.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
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FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.3.	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 /
DOMAIN / PART** **CA.CC.L.
11-12.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 05: Practice Note Taking; Tools of Invention, p. 35-40

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

**CONTENT
STANDARD /
DOMAIN / PART** **CCSS.EL
A-
Literacy.
CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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**CONTENT
STANDARD /
DOMAIN / PART** **CCSS.EL
A-
Literacy.
CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT
STANDARD /
DOMAIN / PART** **CCSS.EL
A-
Literacy.
CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

FOUNDATION / PROFICIENCY LEVEL	W.11- 12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL 11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.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.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.11-12.3.	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 / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	SL.11-12.4.	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
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FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.a.	Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA
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FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.b.	Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA
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Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Text Types and Purposes**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Production and Distribution of Writing**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.1.f.	Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL 11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11- 12.3.	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 / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.11- 12.4.	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.4.a.	Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.4.b.	Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

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

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11- 12.3.	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 / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.11- 12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11- 12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Text Types and Purposes**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Production and Distribution of Writing**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.3.	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 10: Thesis Statement; Abstract, p. 84-98

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards

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

FOUNDATION / PROFICIENCY LEVEL	SL.11- 12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11- 12.3.	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 / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	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.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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

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

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

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

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

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

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .11-12.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.3.	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 / DOMAIN / PART **CA.CC.L. 11-12.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

California Content Standards

Language Arts

Grade 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.11-12.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.11-12.7.	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. (Include at least one play by Shakespeare and one play by an American dramatist)
EXPECTATION / SUBSTRAND	RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .11-12.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.9.a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.11-12.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.11-12.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.11-12.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.3.	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 / DOMAIN / PART	CA.CC.L.11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

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