

# Main Criteria: University-Ready Writing

## Secondary Criteria: Washington DC Academic Standards

**Subject:** Language Arts

**Grade:** 11

### University-Ready Writing

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.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 / STRAND / DISCIPLINE**      **DC.CC.11-12.RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	11-12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.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 / STRAND / DISCIPLINE**      **DC.CC.11-12.L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Washington DC Academic Standards

## Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.RL.**      **Reading Standards for Literature**

**STANDARD / ESSENTIAL SKILL**           **Key Ideas and Details**

STUDENT EXPECTATION / ESSENTIAL SKILL      11-12.RL.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STUDENT EXPECTATION / ESSENTIAL SKILL      11-12.RL.2.      Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.RL.**      **Reading Standards for Literature**

**STANDARD / ESSENTIAL SKILL**           **Range of Reading and Level of Text Complexity**

STUDENT EXPECTATION / ESSENTIAL SKILL      11-12.RL.10.      By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.RI.**      **Reading Standards for Informational Text**

**STANDARD / ESSENTIAL SKILL**           **Craft and Structure**

STUDENT EXPECTATION / ESSENTIAL SKILL      11-12.RI.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 / STRAND / DISCIPLINE**      **DC.CC.11 -12.RI.**      **Reading Standards for Informational Text**

**STANDARD / ESSENTIAL SKILL**           **Integration of Knowledge and Ideas**

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11- 12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
EXPECTATION	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11- 12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11- 12.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11- 12.L.4.</b>	<b>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.</b>
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11- 12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.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 / STRAND / DISCIPLINE**      **DC.CC.11-12.RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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EXPECTATION	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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EXPECTATION	11-12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11 -12.W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11 -12.W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11 -12.SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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 / STRAND / DISCIPLINE**      **DC.CC.11 -12.L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.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 / STRAND / DISCIPLINE**      **DC.CC.11 -12.L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
EXPECTATION	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11-12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11-12.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.11-12.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.11-12.W. Writing Standards

STANDARD / ESSENTIAL SKILL

Text Types and Purposes

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
EXPECTATION	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>



<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Washington DC Academic Standards

## Language Arts

Grade 11 - Adopted: 2010

### CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.11 -12.RI. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.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 / STRAND / DISCIPLINE DC.CC.11 -12.RI. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.11 -12.RI. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.11 -12.W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11- 12.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.SL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11- 12.L.4.</b>	<b>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.</b>
EXPECTATION	11- 12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.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.
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.SL.      Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.SL.      Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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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Week 10: Thesis Statement; Abstract, p. 84-98

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11-12.RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11-12.W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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EXPECTATION	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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EXPECTATION	11-12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11-12.W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11 -12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>11- 12.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
EXPECTATION	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11- 12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.SL.      Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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 / STRAND / DISCIPLINE**      **DC.CC.11 -12.L.      Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11 -12.RL.      Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.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 are introduced and developed).

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.RL**      **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.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.)

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.RL**      **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.W**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.W**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.SL.</b>	<b>Speaking and Listening Standards</b>

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.L.</b>	<b>Language Standards</b>

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Washington DC Academic Standards

### Language Arts

Grade 11 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.RL.</b>	<b>Reading Standards for Literature</b>
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.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.)

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11-12.RL. Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RL.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 / STRAND / DISCIPLINE**

**DC.CC.11-12.RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.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 / STRAND / DISCIPLINE**

**DC.CC.11-12.RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.11-12.W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

EXPECTATION	11-12.W.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).
EXPECTATION	11-12.W.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.
EXPECTATION	11-12.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	11-12.W.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").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.11-12.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.11-12.SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.SL.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 / STRAND / DISCIPLINE**      **DC.CC.11-12.L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.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).

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	11- 12.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.