

Main Criteria: University-Ready Writing

Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts

Grade: 11

University-Ready Writing

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

Delaware Standards and Instruction

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND DE.CC11-12RI. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC11-12RI.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.
ENDURING UNDERSTANDING	CC11-12RI.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.

STANDARD / STRAND DE.CC11-12RI. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RI.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).

STANDARD / STRAND DE.CC11-12W. Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
BENCHMARK	CC11-12W1a.	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.
BENCHMARK	CC11-12W1b.	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.

BENCHMARK	CC11-12W1c.	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.
BENCHMARK	CC11-12W1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC11-12W8.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

BENCHMARK	CC11-12SL1c.	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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BENCHMARK	CC11-12SL1d.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L4.	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.

BENCHMARK	CC11-12L4a.	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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BENCHMARK	CC11-12L4d.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L6.	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

Delaware Standards and Instruction

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND **DE.CC11-12RL.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC11-12RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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ENDURING UNDERSTANDING	CC11-12RL2.	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.
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STANDARD / STRAND **DE.CC11-12RL.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC11-12RL10.	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.
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RI6.	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.
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC11-12RI7.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2a.	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.
BENCHMARK	CC11-12W2b.	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.
BENCHMARK	CC11-12W2c.	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.
BENCHMARK	CC11-12W2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
BENCHMARK	CC11-12W2f.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC11-12W7.	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.
ENDURING UNDERSTANDING	CC11-12W8.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.

STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL3.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC11-12SL4.	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.
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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L4.	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.
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BENCHMARK	CC11-12L4a.	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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BENCHMARK	CC11-12L4d.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Delaware Standards and Instruction

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND **DE.CC11-12RI.** **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC11-12RI.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.
ENDURING UNDERSTANDING	CC11-12RI.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.
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RI.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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W.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.
BENCHMARK	CC11-12W.2a.	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.
BENCHMARK	CC11-12W.2b.	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.
BENCHMARK	CC11-12W.2c.	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.
BENCHMARK	CC11-12W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
BENCHMARK	CC11-12W.2f.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W.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.)
ENDURING UNDERSTANDING	CC11-12W.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.

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC11-12W10.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL1.	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.
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BENCHMARK	CC11-12SL1a.	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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BENCHMARK	CC11-12SL1b.	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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BENCHMARK	CC11-12SL1c.	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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BENCHMARK	CC11-12SL1d.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL3.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L4.	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.
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BENCHMARK	CC11-12L4a.	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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BENCHMARK	CC11-12L4d.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L6.	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

Delaware Standards and Instruction

Language Arts

Grade **11** - Adopted: **2010**

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2a.	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.
BENCHMARK	CC11-12W2b.	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.
BENCHMARK	CC11-12W2c.	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.
BENCHMARK	CC11-12W2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
BENCHMARK	CC11-12W2f.	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).

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC11-12W10.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL1.	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.
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BENCHMARK	CC11-12SL1a.	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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BENCHMARK	CC11-12SL1b.	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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BENCHMARK	CC11-12SL1c.	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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BENCHMARK	CC11-12SL1d.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL3.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L6.	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

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
BENCHMARK	CC11-12W1a.	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.
BENCHMARK	CC11-12W1b.	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.
BENCHMARK	CC11-12W1c.	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.
BENCHMARK	CC11-12W1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.

STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.

BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL3.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC11-12SL4.	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

Delaware Standards and Instruction

Language Arts

Grade **11** - Adopted: **2010**

STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2c.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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

Delaware Standards and Instruction

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2a.	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.
BENCHMARK	CC11-12W2b.	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.
BENCHMARK	CC11-12W2c.	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.
BENCHMARK	CC11-12W2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

BENCHMARK	CC11-12W2f.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC11-12SL3.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC11-12SL4.	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.
STANDARD / STRAND	DE.CC11-12L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC11-12RI1.	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.
ENDURING UNDERSTANDING	CC11-12RI2.	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.
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RI4.	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).
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC11-12RI7.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2a.	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.
BENCHMARK	CC11-12W2b.	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.
BENCHMARK	CC11-12W2c.	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.
BENCHMARK	CC11-12W2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
BENCHMARK	CC11-12W2f.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC11-12W8.	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.

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC11-12W10.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL1.	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.
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BENCHMARK	CC11-12SL1a.	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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BENCHMARK	CC11-12SL1b.	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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BENCHMARK	CC11-12SL1c.	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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BENCHMARK	CC11-12SL1d.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL3.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L4.	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.
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BENCHMARK	CC11-12L4a.	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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BENCHMARK	CC11-12L4d.	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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STANDARD / STRAND **DE.CC11-12L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC11-12L6.	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 09: Academic Research Bases, Citations Using APA Style, p. 79-84

Delaware Standards and Instruction

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND **DE.CC11-12RI.** **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC11-12RI7.	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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STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC11-12W4.	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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STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC11-12W7.	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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ENDURING UNDERSTANDING	CC11-12W8.	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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STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.

STANDARD / STRAND **DE.CC11-12SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL3.	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

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Grade 11 - Adopted: 2010

STANDARD / STRAND **DE.CC11-12RI.** **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC11-12RI7.	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.

STANDARD / STRAND **DE.CC11-12W.** **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2a.	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.

BENCHMARK	CC11-12W2b.	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.
BENCHMARK	CC11-12W2c.	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.
BENCHMARK	CC11-12W2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
BENCHMARK	CC11-12W2f.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC11-12W8.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.

BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL3.	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.
STANDARD / STRAND	DE.CC11-12L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L6.	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

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Grade 11 - Adopted: 2010

STANDARD / STRAND	DE.CC11-12RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC11-12RL1.	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.
ENDURING UNDERSTANDING	CC11-12RL2.	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.

ENDURING UNDERSTANDING	CC11-12RL3.	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).
STANDARD / STRAND	DE.CC11-12RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RL4.	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.)
STANDARD / STRAND	DE.CC11-12RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC11-12RL10.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W2.	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.
BENCHMARK	CC11-12W2a.	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.
BENCHMARK	CC11-12W2b.	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.
BENCHMARK	CC11-12W2c.	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.
BENCHMARK	CC11-12W2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
BENCHMARK	CC11-12W2f.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL3.	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.
STANDARD / STRAND	DE.CC11-12L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDING	CC11-12L4.	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.
BENCHMARK	CC11-12L4a.	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.
BENCHMARK	CC11-12L4d.	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 / STRAND	DE.CC11-12L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L6.	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

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Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND	DE.CC11-12RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RL4.	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.)
STANDARD / STRAND	DE.CC11-12RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC11-12RL7.	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)
ENDURING UNDERSTANDING	CC11-12RL9.	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.
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDING	CC11-12RI1.	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.
ENDURING UNDERSTANDING	CC11-12RI2.	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.
STANDARD / STRAND	DE.CC11-12RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC11-12RI4.	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).
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC11-12W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC11-12W3c.	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).
BENCHMARK	CC11-12W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC11-12W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC11-12W4.	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.)
ENDURING UNDERSTANDING	CC11-12W5.	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.
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC11-12W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC11-12W9a.	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").
STANDARD / STRAND	DE.CC11-12W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC11-12W10.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL1.	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.
BENCHMARK	CC11-12SL1a.	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.
BENCHMARK	CC11-12SL1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
BENCHMARK	CC11-12SL1c.	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.
BENCHMARK	CC11-12SL1d.	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.
STANDARD / STRAND	DE.CC11-12SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC11-12SL3.	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.
STANDARD / STRAND	DE.CC11-12L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L4.	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.
BENCHMARK	CC11-12L4a.	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.

BENCHMARK	CC11-12L4d.	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 / STRAND	DE.CC11-12L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC11-12L6.	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.