University-Ready Writing

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

Hawaii Content and Performance Standards

Language Arts

Grade **11** - Adopted: **2025**

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE	**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CONTENT STANDARD / COURSE	**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE	**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE	**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE	**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI.10.	Read and comprehend informational texts appropriately complex for grade 11-12.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.
EXPECTATION / TOPIC	b.	Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	c.	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 / TOPIC	d.	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 / TOPIC	f.	Provide a conclusion that follows from and supports the argument presented, as appropriate to the task.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6.**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**

EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	d.	Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | 11/12.L.5. | Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Hawaii Content and Performance Standards

Language Arts

Grade 11 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.6.	Assess how perspective or purpose shapes the content and style of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI.6.	Determine an author's point of view/perspective 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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE		**Reading Literature**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RL.10	Read and comprehend literary texts appropriately complex for grades 11/12.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6 .**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

CONTENT STANDARD / COURSE		**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

Grade 11 - Adopted: 2025

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.RI. 2.**	**Analyze informational text development:**
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 10.	Read and comprehend informational texts appropriately complex for grade 11-12.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W.6 .	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

Grade 11 - Adopted: 2025

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6 .**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

Grade **11** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.
EXPECTATION / TOPIC	b.	Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	c.	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 / TOPIC	d.	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 / TOPIC	f.	Provide a conclusion that follows from and supports the argument presented, as appropriate to the task.

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W.6.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.

CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

Hawaii Content and Performance Standards

Language Arts

Grade **11** - Adopted: **2025**

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6 .**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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

Hawaii Content and Performance Standards

Language Arts

Grade 11 - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6.**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / COURSE		**Language Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI.10.	Read and comprehend informational texts appropriately complex for grade 11-12.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6.**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.SL. 2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards

Language Arts

Grade 11 - Adopted: 2025

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6.**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**

EXPECTATION / TOPIC	a.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.SL. 2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade **11** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		**Writing Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		**Reading Informational**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6 .**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	a.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.SL. 2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

Grade **11** - Adopted: **2025**

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RL. 2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
EXPECTATION / TOPIC	b.	Produce a thorough analysis of the text.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RL. 3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	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 / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 impactful.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RL. 10	Read and comprehend literary texts appropriately complex for grades 11/12.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION / TOPIC	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 / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6 .**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**

EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.

CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards

Language Arts

Grade 11 - Adopted: 2025

CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		**Reading Anchor Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STANDARD / COURSE		**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT STANDARD / COURSE		**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / COURSE		**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.RI. 2.**	**Analyze informational text development:**

EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI. 3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CONTENT STANDARD / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RI.10.	Read and comprehend informational texts appropriately complex for grade 11-12.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 impactful.

CONTENT STANDARD / COURSE		**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.RL.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature from around the world, including how two or more texts from the same period treat similar themes or topics.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	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 / TOPIC	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 / TOPIC	e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / COURSE		**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.W. 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)
CONTENT STANDARD / COURSE		**Writing**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.W.6 .**	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:**
EXPECTATION / TOPIC	b.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**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 / TOPIC	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 / TOPIC	b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / TOPIC	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.
CONTENT STANDARD / COURSE		**Speaking & Listening**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.SL. 2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**11/12.L.3.**	**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 / TOPIC	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 / TOPIC	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 / COURSE		**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	11/12.L.5.	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.