

Main Criteria: University-Ready Writing

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: 11

University-Ready Writing

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD	W.11- 12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11- 12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11- 12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11- 12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Speaking and Listening		
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Speaking and Listening		
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Language		
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Language		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

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

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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STANDARD	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Integration of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Text Types and Purposes**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		
Reading Standards for Informational Text		
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		
Writing Standards		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		
Writing Standards		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.11- 12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11- 12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE

Text Types and Purposes

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE

Production and Distribution of Writing

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

**LEARNING
STANDARD /
DISCIPLINE**

Vocabulary Acquisition and Use

DESCRIPTOR /
CONTENT
DISCIPLINE

L.11-
12.6.

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

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

**LEARNING
STANDARD /
DISCIPLINE**

Text Types and Purposes

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
1.

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

**LEARNING
STANDARD /
DISCIPLINE**

Production and Distribution of Writing

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

**LEARNING
STANDARD /
DISCIPLINE**

Range of Writing

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD	W.11- 12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
STANDARD	W.11- 12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
STANDARD	W.11- 12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STANDARD	W.11- 12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.4.	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.

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S.L.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.

STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE

Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE

CCRA.W.2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

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

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR /
CONTENT
DISCIPLINE

SL.11-12.3.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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DESCRIPTOR /
CONTENT
DISCIPLINE

SL.11-12.4.

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR /
CONTENT
DISCIPLINE

L.11-12.6.

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

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
6.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details**DESCRIPTOR /
CONTENT
DISCIPLINERI.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

DESCRIPTOR /
CONTENT
DISCIPLINERI.11-
12.2.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Craft and Structure**DESCRIPTOR /
CONTENT
DISCIPLINERI.11-
12.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Integration of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINERI.11-
12.7.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Text Types and Purposes**

DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		
Speaking and Listening Standards		
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		
Speaking and Listening Standards		
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STATE GOAL / DISCIPLINARY CONCEPT		
Language Standards		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
STANDARD	L.11- 12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.11- 12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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Week 10: Thesis Statement; Abstract, p. 84-98

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

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

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature**

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
STANDARD	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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

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

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STATE GOAL / DISCIPLINARY CONCEPT **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
DESCRIPTOR / CONTENT DISCIPLINE	RL.11- 12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.11- 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
STANDARD	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	W.11-12.9.a.	Apply grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STANDARD	SL.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD	SL.11- 12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.11- 12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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STANDARD	L.11- 12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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