

Main Criteria: University-Ready Writing

Secondary Criteria: Kansas Academic Standards

Subject: Language Arts

Grade: 12

University-Ready Writing

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

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD	Reading: Literature
BENCHMARK	Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD	Reading: Literature	
BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11- 12.10.	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.

STANDARD			Reading: Literature
BENCHMARK		Language in Reading: Literature	
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.	
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.	

STANDARD		Reading: Informational
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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;

STANDARD	Reading: Informational
BENCHMARK	Craft and Structure

INDICATOR / PROFICIENCY LEVEL	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.
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STANDARD **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	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.

STANDARD **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STANDARD **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

STANDARD **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	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.
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	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.
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STANDARD Writing

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.
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STANDARD Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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STANDARD Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD**Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD		Reading: Literature
BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR

RL.11-12.11.a. Use context to determine the meaning of a word or phrase.

STANDARD**Reading: Literature**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

STANDARD**Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.6.	Determine an author's perspective (viewpoint) and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text.

STANDARD**Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

STANDARD**Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.

INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including 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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

STANDARD **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.11-12.4.	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.

STANDARD **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD **Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	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.

STANDARD **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STANDARD **Reading: Informational**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	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.

STANDARD **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STANDARD **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11–12.

STANDARD**Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD**Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD**Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

STANDARD**Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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STANDARD Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.

INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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

Language Arts

Grade 12 - Adopted: 2023

STANDARD

Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD

Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD

Writing

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD

Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.4.	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.
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Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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Week 07: Practice Note Taking; Inventive Writing, p. 53-60

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD		Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD		Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD		Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.
STANDARD		Speaking and Listening

Comprehension and Collaboration		
BENCHMARK	INDICATOR / PROFICIENCY LEVEL	Performance Description
	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.

INDICATOR	SL.11- 12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11- 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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STANDARD Speaking and Listening

BENCHMARK	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD Speaking and Listening

BENCHMARK	Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.11- 12.4. Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.

STANDARD Speaking and Listening

BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.11- 12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD Reading: Literature

Benchmark		Key Ideas and Details
Indicator / Proficiency Level	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.

STANDARD Reading: Literature

BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	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.
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STANDARD **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STANDARD **Reading: Informational**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

STANDARD **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	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.

STANDARD **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STANDARD **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

STANDARD **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD	Writing
BENCHMARK	Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11- 12.12. 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.

STANDARD	Speaking and Listening	
BENCHMARK	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.

INDICATOR	SL.11- 12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11- 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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STANDARD		Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD	Speaking and Listening
BENCHMARK	Language in Speaking and Listening

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

Kansas Academic Standards

Language Arts

STANDARD**Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

STANDARD**Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

STANDARD**Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including 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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

STANDARD**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

STANDARD**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

Kansas Academic Standards**Language Arts****Grade 12 - Adopted: 2023****STANDARD** **Reading: Informational**

BENCHMARK	Integration of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

STANDARD **Writing**

BENCHMARK	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD **Writing**

BENCHMARK	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Writing**

BENCHMARK	Research to Build and Present Knowledge	
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INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including 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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

STANDARD Writing

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

STANDARD Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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

Language Arts

Grade 12 - Adopted: 2023

STANDARD

Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

STANDARD

Reading: Literature

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD

Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.

STANDARD

Reading: Literature

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

STANDARD

Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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, graphics and multimedia when useful to aiding comprehension.
INDICATOR	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.

INDICATOR	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.
INDICATOR	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.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.11- 12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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 12: Analyze Writing Style; On-Demand Essays, p. 111-122

Kansas Academic Standards

Language Arts

Grade 12 - Adopted: 2023

STANDARD		Reading: Literature
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	Reading: Literature	
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	Reading: Literature	
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.11-12.7.	Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.
INDICATOR / PROFICIENCY LEVEL	RL.11-12.9.	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.
STANDARD	Reading: Literature	
BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	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.
STANDARD	Reading: Literature	
BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD**Reading: Informational**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD**Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD**Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	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.

STANDARD**Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD**Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

STANDARD**Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	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.
INDICATOR	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.
INDICATOR	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.

STANDARD **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	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.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (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.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; 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.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

STANDARD **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.11- 12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for 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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