

# Main Criteria: University-Ready Writing

## Secondary Criteria: Nevada Academic Content Standards

Subject: Language Arts

Grade: 11

### University-Ready Writing

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

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

##### STRAND / INDICATOR

##### Key Ideas and Details

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

##### STRAND / INDICATOR

##### Craft and Structure

INDICATOR /  
GRADE LEVEL  
EXPECTATION

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.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

##### STRAND / INDICATOR

##### Integration of Knowledge and Ideas

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
7.

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

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

##### STRAND / INDICATOR

##### Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.1.	Write arguments focused on discipline-specific content.
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>

INDICATOR / GRADE LEVEL EXPECTATION	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 / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b> <b>Reading Standards for Informational Text</b>		
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b> <b>Writing Standards</b>		
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.11- 12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	W.11- 12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>CONTENT STANDARD</b> <b>Writing Standards</b>		
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b> <b>Writing Standards</b>		

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONL.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 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

**Nevada Academic Content Standards****Language Arts****Grade 11 - Adopted: 2010****CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.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.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
6.

Assess how point of view or purpose shapes the content and style of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

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.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
4.

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

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

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.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
9.

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	



<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>

INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / GRADE LEVEL EXPECTATION	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.
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INDICATOR / GRADE LEVEL EXPECTATION	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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	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.
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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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.
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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	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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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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 03: Summarize Primary Source, Practice Note Taking, p. 23-30

**Nevada Academic Content Standards**

**Language Arts**

Grade 11 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	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 / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.



GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

#### STRAND / INDICATOR

#### Text Types and Purposes\*

INDICATOR / GRADE LEVEL EXPECTATION

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.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Text Types and Purposes

<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).

#### **CONTENT STANDARD**

#### **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### **CONTENT STANDARD**

#### **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### **CONTENT STANDARD**

#### **Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	<b>SL.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.1.	Write arguments focused on discipline-specific content.
GRADE LEVEL EXPECTATION	WHST.11 -12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.11  
-12.10.

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.

GRADE LEVEL  
EXPECTATIONW.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.

GRADE LEVEL  
EXPECTATIONW.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.

GRADE LEVEL  
EXPECTATIONW.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.

GRADE LEVEL  
EXPECTATIONW.11-  
12.1.e.

Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.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.)

INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.

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

**Nevada Academic Content Standards****Language Arts**

Grade 11 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>



INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

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

INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text</b>		
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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 / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text</b>		
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>		
<b>Reading Standards for Informational Text</b>		
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.



GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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.
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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	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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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	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 09: Academic Research Bases, Citations Using APA Style, p. 79-84

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12 [RH]</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### CONTENT STANDARD

#### Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### CONTENT STANDARD

#### Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### CONTENT STANDARD

#### Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RH.11- 12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Text Types and Purposes
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.11 -12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.11 -12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	WHST.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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.11 -12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
GRADE LEVEL EXPECTATION	WHST.11 -12.2.a.	Introduce a topic and 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.11 -12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.11 -12.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.3.	(See note; not applicable as a separate requirement)
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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 specific 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 / GRADE LEVEL EXPECTATION	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

#### CONTENT STANDARD

#### Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.)

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

Week 10: Thesis Statement; Abstract, p. 84-98

**Nevada Academic Content Standards****Language Arts**

Grade 11 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.



GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.)
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.)
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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.
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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	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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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	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 12: Analyze Writing Style; On-Demand Essays, p. 111-122

## Nevada Academic Content Standards

### Language Arts

Grade 11 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	



STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	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.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.11  
-12.4.

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

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.11  
-12.10.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.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.)

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.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.)

INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.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.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRI.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 /  
GRADE LEVEL  
EXPECTATIONRI.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.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRI.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).

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.11-  
12.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL  
EXPECTATIONW.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).

GRADE LEVEL  
EXPECTATIONW.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.

GRADE LEVEL  
EXPECTATIONW.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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.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.)

INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONW.11-  
12.9.

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

GRADE LEVEL  
EXPECTATIONW.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").

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.11- 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

INDICATOR / GRADE LEVEL EXPECTATION	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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