

Main Criteria: University-Ready Writing

Secondary Criteria: Vermont Content Standards

Subject: Language Arts

Grade: 12

University-Ready Writing

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

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND VT.RI.11-12. Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

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.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.11-12.2.

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

STANDARD / STRAND VT.RI.11-12. Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

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).

STANDARD / STRAND VT.W.11-12. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

Text Types and Purposes

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

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 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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND **VT.L.11-12.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).

STANDARD / STRAND **VT.L.11-12.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.RL.11-12.** **Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.RL.11-12.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).

STANDARD / STRAND **VT.W.11-12.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / STRAND **VT.W.11-12.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND **VT.W.11-12.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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STANDARD / STRAND	VT.L.11-12.	Language Standards
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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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STANDARD / STRAND	VT.L.11-12.	Language Standards
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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).
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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.
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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.
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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.
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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).
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STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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 05: Practice Note Taking; Tools of Invention, p. 35-40

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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 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.
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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.
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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.
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GRADE LEVEL EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
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STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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STANDARD / STRAND	VT.W.11-12.	Writing Standards
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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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STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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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STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Vermont Content Standards

Language Arts
Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
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STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.W.11-12.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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.
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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.
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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.
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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).
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STANDARD / STRAND **VT.W.11-12.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD / STRAND	VT.L.11-12.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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).
STANDARD / STRAND	VT.L.11-12.	Language Standards

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

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

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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Week 10: Thesis Statement; Abstract, p. 84-98

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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STANDARD / STRAND	VT.W.11-12.	Writing Standards
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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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.
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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.
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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).
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND **VT.SL.11-12. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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STANDARD / STRAND **VT.L.11-12. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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 11: Story Types; Response to Literature Vocabulary, p. 99-110

Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.RL.11-12. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.RL.11-12.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
STANDARD / STRAND	VT.RL.11-12.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.11-12.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND **VT.SL.11-12.** **Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STANDARD / STRAND **VT.L.11-12.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).

STANDARD / STRAND **VT.L.11-12.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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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Vermont Content Standards

Language Arts

Grade 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.RL.11-12.** **Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
STANDARD / STRAND	VT.RL.11-12.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.11-12.9(a)	Apply grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
STANDARD / STRAND	VT.W.11-12.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND **VT.SL.11 -12.** **Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

STANDARD / STRAND **VT.SL.11 -12.** **Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STANDARD / STRAND **VT.L.11-12.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).

STANDARD / STRAND **VT.L.11-12.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.