

# Main Criteria: University-Ready Writing

## Secondary Criteria: Wisconsin Academic Standards

Subject: Language Arts

Grade: 11

### University-Ready Writing

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

### Wisconsin Academic Standards

#### Language Arts

Grade 11 - Adopted: 2020/Implement 2021

#### DOMAIN

#### Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN

#### Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.

#### DOMAIN

#### Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA      W5.      Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA      SL1.      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.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA      L2.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA      L4.      Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA      R.11-12.1      Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

**DOMAIN** **Reading 6-12**



<b>DESCRIPTOR / FOCUS AREA</b>	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.

LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
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**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

<b>DESCRIPTOR / FOCUS AREA</b>	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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**DOMAIN Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

<b>DESCRIPTOR / FOCUS AREA</b>	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
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LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
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LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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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**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

<b>DESCRIPTOR / FOCUS AREA</b>	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
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**DOMAIN**

**Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

**Wisconsin Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DESCRIPTOR / FOCUS AREA	R6.	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN****Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**DOMAIN****Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	SL4.	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.

**DOMAIN****Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN****Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
<b>DOMAIN</b>		<b>Reading 6-12</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards 6-12</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.11-12.2	<b>Write text in a variety of modes:</b>
<b>LEARNING CONTINUUM</b>	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
<b>DOMAIN</b>		<b>Writing Standards 6-12</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.11-12.3	<b>Create writing that utilizes:</b>
<b>LEARNING CONTINUUM</b>	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA	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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DESCRIPTOR / FOCUS AREA	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)
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**DOMAIN Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>

LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
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LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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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**DOMAIN Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.11-12.3	Understand and 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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**DOMAIN Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Presentation of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	SL.11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
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**DOMAIN****Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

**DOMAIN****Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</b>

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

## Wisconsin Academic Standards

### Language Arts

Grade 11 - Adopted: 2020/Implement 2021

**DOMAIN****Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R1.</b>	<b>Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**

**Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

**DOMAIN**

**Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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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LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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.

**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN**

**Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

**DOMAIN**

**Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.11-12.3	Understand and 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>DOMAIN</b>		<b>Language 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

<b>DOMAIN</b>		<b>Language 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 11 - Adopted: 2020/Implement 2021

<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

#### DOMAIN

#### Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN

#### Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### DOMAIN

#### Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Writing Standards 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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<b>DOMAIN</b>		<b>Writing Standards 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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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LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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<b>DOMAIN</b>		<b>Writing Standards 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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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**DOMAIN Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
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LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
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LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
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**DOMAIN Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
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LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
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LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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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**DOMAIN Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL.11-12.3	Understand and 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>DOMAIN</b>		<b>Language 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

<b>DOMAIN</b>		<b>Language 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 11 - Adopted: 2020/Implement 2021

<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	SL4.	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.
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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.11-12.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.6</b>	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

**DOMAIN Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>SL.11-12.3</b>	<b>Understand and 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>

**DOMAIN Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Presentation of Knowledge and Ideas</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>SL.11-12.4</b>	<b>Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</b>

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

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

**Wisconsin Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN** Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

**DOMAIN** Anchor Standards for Writing



LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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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LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	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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**DOMAIN**

**Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

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

## Wisconsin Academic Standards

### Language Arts

Grade 11 - Adopted: 2020/Implement 2021

#### DOMAIN

#### Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

#### DOMAIN

#### Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.



**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA      L4.      Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA      L5.      Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM      W.11-12.2.b.      Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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.

**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	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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**DOMAIN**

**Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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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**DOMAIN**

**Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.11-12.3	Understand and 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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**DOMAIN**

**Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Presentation of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	SL.11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
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**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</b>

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

**Wisconsin Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2020/Implement 2021

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L1.	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.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
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**DOMAIN**

**Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
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**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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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LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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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**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
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LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
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LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.
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**DOMAIN****Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>DESCRIPTOR / FOCUS AREA</b>	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
<b>DESCRIPTOR / FOCUS AREA</b>	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.

**DOMAIN****Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
<b>LEARNING CONTINUUM</b>	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
<b>LEARNING CONTINUUM</b>	SL.11-12.1.d.	Engage thoughtfully with 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.

**DOMAIN****Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.11-12.3	Understand and 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.

**DOMAIN****Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</b>

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.11-12.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)

**DOMAIN**

**Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

**DOMAIN****Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.11-12.3	Understand and 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.

**DOMAIN****Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
<b>LEARNING CONTINUUM</b>	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 11 - Adopted: 2020/Implement 2021

**DOMAIN****Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<b>DESCRIPTOR / FOCUS AREA</b>	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DESCRIPTOR / FOCUS AREA</b>	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**DOMAIN** **Anchor Standards for Language**



<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	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.

**DOMAIN**

**Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

**DOMAIN**

**Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.11-12.3	Understand and 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.

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.11-12.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>DOMAIN</b>		<b>Anchor Standards for Reading</b>
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	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>DOMAIN</b>		<b>Anchor Standards for Reading</b>
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R9.	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**

**Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.11-12.3	In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

**DOMAIN**

**Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL).
DESCRIPTOR / FOCUS AREA	R.11-12.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.11-12.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>DESCRIPTOR / FOCUS AREA</b>	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.

**DOMAIN Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.11-12.1	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</b>
LEARNING CONTINUUM	SL.11-12.1.a.	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with 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.

**DOMAIN Speaking & Listening 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.11-12.3	Understand and 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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**DOMAIN**

**Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
LEARNING CONTINUUM	L.11-12.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
LEARNING CONTINUUM	L.11-12.1.e.	Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

**DOMAIN**

**Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

**Wisconsin Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2020/Implement 2021

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DESCRIPTOR / FOCUS AREA	SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Reading 6-12**



LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: 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.
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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.

**DOMAIN**

**Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.11-12.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences.

**DOMAIN**

**Speaking & Listening 6-12**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.11- 12.3	Understand and 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>DOMAIN</b>		<b>Language 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.11-12.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.11- 12.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.

LEARNING CONTINUUM	L.11- 12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
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<b>DOMAIN</b>		<b>Language 6-12</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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