

Main Criteria: University-Ready Writing

Secondary Criteria: West Virginia College and Career Readiness Standards

Subject: Language Arts

Grade: 12

University-Ready Writing

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Key Ideas and Details**

OBJECTIVE / EXPECTATION ELA.12.4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

OBJECTIVE / EXPECTATION ELA.12.5. Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Craft and Structure**

OBJECTIVE / EXPECTATION ELA.12.1 0. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Text Types and Purposes**

OBJECTIVE / EXPECTATION ELA.12.2 0. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE LEVEL EXPECTATION ELA.12.2 0.1. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

GRADE LEVEL EXPECTATION	ELA.12.2 0.2.	Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	ELA.12.2 0.3.	Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	ELA.12.2 0.5.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.3 9.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Key Ideas and Details
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure

GRADE LEVEL EXPECTATION ELA.T.9. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes

GRADE LEVEL EXPECTATION ELA.T.15. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

INDICATOR ELA.T.15.1. Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

INDICATOR ELA.T.15.2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION ELA.T.18. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

GRADE LEVEL EXPECTATION ELA.T.19. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	ELA.T.21.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.

INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.12.1.2.	Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Integration of Knowledge and Ideas

OBJECTIVE / EXPECTATION	ELA.12.1 5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.12.1 8.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
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OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Range of Writing
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OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
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OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
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OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.
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CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE **Presentation of Knowledge and Ideas**

OBJECTIVE / EXPECTATION ELA.12.3 3. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.

CONTENT STANDARD / COURSE **WV.12.L. Language**

CONTENT STANDARD / OBJECTIVE **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION ELA.12.3 9. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION ELA.12.3 9.1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION ELA.12.3 9.4. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE **WV.12.L. Language**

CONTENT STANDARD / OBJECTIVE **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION ELA.12.4 1. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE **T.R. Reading**

OBJECTIVE / EXPECTATION **Craft and Structure**

GRADE LEVEL EXPECTATION ELA.T.11. Determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE **T.R. Reading**

OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Range of Reading and Text Complexity
GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	ELA.T.20.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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GRADE LEVEL EXPECTATION	ELA.T.21.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	ELA.T.22. 2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Range of Writing
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GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

GRADE LEVEL EXPECTATION ELA.T.26. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION ELA.T.27. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Key Ideas and Details**

OBJECTIVE / EXPECTATION ELA.12.4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

OBJECTIVE / EXPECTATION ELA.12.5. Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Craft and Structure**

OBJECTIVE / EXPECTATION ELA.12.10. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use

OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Key Ideas and Details
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure
GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.26.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION ELA.T.33. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION ELA.12.2 1.1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION ELA.12.2 1.2. Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION ELA.12.2 1.3. Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION ELA.12.2 1.4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION ELA.12.2 1.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
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OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.

CONTENT STANDARD / COURSE**WV.12.L. Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
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OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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CONTENT STANDARD / COURSE**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Text Types and Purposes
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GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16. 3.	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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INDICATOR	ELA.T.16. 4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	ELA.T.16. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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CONTENT STANDARD / COURSE**WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR ELA.T.22.2. Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing

GRADE LEVEL EXPECTATION ELA.T.23. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

INDICATOR ELA.T.24.1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR ELA.T.24.2. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.

INDICATOR ELA.T.24.3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

INDICATOR ELA.T.24.4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

GRADE LEVEL EXPECTATION ELA.T.26. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION ELA.T.33. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 0.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE LEVEL EXPECTATION ELA.12.2 0.1. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

GRADE LEVEL EXPECTATION ELA.12.2 0.2. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

GRADE LEVEL EXPECTATION ELA.12.2 0.3. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

GRADE LEVEL EXPECTATION ELA.12.2 0.5. Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration

OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.12.3 3.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.15.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	ELA.T.15. 1.	Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR	ELA.T.15. 2.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing

OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.26.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	ELA.T.27.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate 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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CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
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OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
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GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR ELA.T.16.3. 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.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION ELA.T.18. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR ELA.T.22.2. Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

INDICATOR ELA.T.24.1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.12.W. Writing	
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	WV.12.W. Writing	
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Range of Writing**

OBJECTIVE / EXPECTATION ELA.12.2 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION ELA.12.3 0. **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION ELA.12.3 0.1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION ELA.12.3 0.2. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION ELA.12.3 0.3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION ELA.12.3 0.4. Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION ELA.12.3 2. Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.

CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE **Presentation of Knowledge and Ideas**

OBJECTIVE / EXPECTATION ELA.12.3 3. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.

CONTENT STANDARD / COURSE **WV.12.L. Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
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OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Text Types and Purposes
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GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16. 3.	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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INDICATOR	ELA.T.16. 4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	ELA.T.16. 6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR ELA.T.22. Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
2.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing

GRADE LEVEL EXPECTATION ELA.T.23. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

INDICATOR ELA.T.24. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1.

INDICATOR ELA.T.24. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
2.

INDICATOR ELA.T.24. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
3.

INDICATOR ELA.T.24. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
4.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

GRADE LEVEL EXPECTATION ELA.T.26. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION ELA.T.27. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION ELA.T.33. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
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OBJECTIVE / EXPECTATION ELA.12.4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

OBJECTIVE / EXPECTATION ELA.12.5. Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Craft and Structure**

OBJECTIVE / EXPECTATION ELA.12.1 0. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines "faction" in Federalist No. 10).

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Integration of Knowledge and Ideas**

OBJECTIVE / EXPECTATION ELA.12.1 5. Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Text Types and Purposes**

OBJECTIVE / EXPECTATION ELA.12.2 1. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

GRADE LEVEL EXPECTATION ELA.12.2 1.1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION ELA.12.2 1.2. Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION ELA.12.2 1.3. Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION ELA.12.2 1.4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION ELA.12.2 1.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Key Ideas and Details
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.

GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
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GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure

GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes

GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16. 2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	ELA.T.16. 3.	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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INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.21.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing

OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.26.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.

INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Integration of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.12.1.5.	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2.1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2.1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing

OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION ELA.T.12. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION ELA.T.18. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION ELA.T.20. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADE LEVEL EXPECTATION ELA.T.21. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

GRADE LEVEL EXPECTATION ELA.T.24. Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

GRADE LEVEL EXPECTATION ELA.T.26. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE

WV.12.R. Reading

CONTENT STANDARD / OBJECTIVE		Integration of Knowledge and Ideas
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OBJECTIVE / EXPECTATION ELA.12.1 5. Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD / COURSE

WV.12.W. Writing

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
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OBJECTIVE / EXPECTATION ELA.12.2 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	ELA.12.2 1.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.3.	Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	ELA.12.2 1.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.12.2 1.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.12.2 6.	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE / EXPECTATION	ELA.12.2 7.	Gather and synthesize 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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing

OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading

OBJECTIVE / EXPECTATION		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	ELA.T.12.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	ELA.T.16.1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing

OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.21.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	ELA.T.22. 2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing
GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	ELA.T.26.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION	ELA.T.33.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE	WV.12.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.12.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
OBJECTIVE / EXPECTATION	ELA.12.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.
OBJECTIVE / EXPECTATION	ELA.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE **Range of Reading and Text Complexity**

OBJECTIVE / EXPECTATION ELA.12.1 8. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently at the high end of the grades 11–12 text complexity range.

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Text Types and Purposes**

OBJECTIVE / EXPECTATION ELA.12.2 1. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

GRADE LEVEL EXPECTATION ELA.12.2 1.1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.

GRADE LEVEL EXPECTATION ELA.12.2 1.2. Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION ELA.12.2 1.3. Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION ELA.12.2 1.4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION ELA.12.2 1.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Production and Distribution of Writing**

OBJECTIVE / EXPECTATION ELA.12.2 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

OBJECTIVE / EXPECTATION ELA.12.2 4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 9.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.12.3 0.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	ELA.12.3 0.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.
GRADE LEVEL EXPECTATION	ELA.12.3 0.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	ELA.12.3 0.4.	Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.SL	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.12.3 2.	Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.12.3 9.1.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE **WV.12.L. Language**

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
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OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
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OBJECTIVE / EXPECTATION		Key Ideas and Details
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GRADE LEVEL EXPECTATION	ELA.T.2.	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the literary text.
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GRADE LEVEL EXPECTATION	ELA.T.3.	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and how the characters are introduced and developed).
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.R.	Reading
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OBJECTIVE / EXPECTATION		Range of Reading and Text Complexity
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GRADE LEVEL EXPECTATION	ELA.T.13.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
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OBJECTIVE / EXPECTATION		Text Types and Purposes
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GRADE LEVEL EXPECTATION	ELA.T.16.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	ELA.T.16. 1.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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INDICATOR	ELA.T.16.2.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	ELA.T.16.3.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	ELA.T.16.4.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	ELA.T.16.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	ELA.T.22.2.	Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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CONTENT STANDARD / COURSE

WV.12.T. Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24.1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24.2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24.3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24.4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.26.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	ELA.T.32.1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION ELA.T.33. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

West Virginia College and Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
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OBJECTIVE / EXPECTATION ELA.12.4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.

OBJECTIVE / EXPECTATION ELA.12.5. Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE		Craft and Structure
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OBJECTIVE / EXPECTATION ELA.12.7. Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

OBJECTIVE / EXPECTATION ELA.12.10. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10).

CONTENT STANDARD / COURSE **WV.12.R. Reading**

CONTENT STANDARD / OBJECTIVE		Integration of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.12.1 3.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.12.2 1.2.	Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.12.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.12.2 2.3.	Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	ELA.12.2 2.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.12.2 2.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.12.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.12.2 3.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.12.2 4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)

CONTENT STANDARD / COURSE **WV.12.W. Writing**

CONTENT STANDARD / OBJECTIVE **Range of Writing**

OBJECTIVE / EXPECTATION ELA.12.2 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION ELA.12.3 0. **Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.**

GRADE LEVEL EXPECTATION ELA.12.3 0.1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION ELA.12.3 0.2. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.

GRADE LEVEL EXPECTATION ELA.12.3 0.3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION ELA.12.3 0.4. Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / COURSE **WV.12.SL Speaking & Listening**

CONTENT STANDARD / OBJECTIVE **Comprehension and Collaboration**

OBJECTIVE / EXPECTATION ELA.12.3 2. Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.

CONTENT STANDARD / COURSE **WV.12.L. Language**

CONTENT STANDARD / OBJECTIVE **Vocabulary Acquisition and Use**

OBJECTIVE / EXPECTATION ELA.12.3 9. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.**

GRADE LEVEL EXPECTATION ELA.12.3 9.1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	ELA.12.3 9.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.12.4 1.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Key Ideas and Details
GRADE LEVEL EXPECTATION	ELA.T.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the informational text leaves matters uncertain.
GRADE LEVEL EXPECTATION	ELA.T.5.	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the informational text.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.R.	Reading
OBJECTIVE / EXPECTATION		Craft and Structure
GRADE LEVEL EXPECTATION	ELA.T.7.	Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
GRADE LEVEL EXPECTATION	ELA.T.9.	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Text Types and Purposes
GRADE LEVEL EXPECTATION	ELA.T.17.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

INDICATOR	ELA.T.17.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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INDICATOR	ELA.T.17.4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	ELA.T.17.5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	ELA.T.18.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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GRADE LEVEL EXPECTATION	ELA.T.19.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	ELA.T.22.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	ELA.T.22.1.	Apply Transition English Language Arts for Seniors Reading standards to literature.
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CONTENT STANDARD / COURSE **WV.12.T. Transition English Language Arts for Seniors**

CONTENT STANDARD / OBJECTIVE	T.W.	Writing
OBJECTIVE / EXPECTATION		Range of Writing

GRADE LEVEL EXPECTATION	ELA.T.23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.24 .	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
INDICATOR	ELA.T.24. 1.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	ELA.T.24. 2.	Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	ELA.T.24. 3.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR	ELA.T.24. 4.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.SL.	Speaking & Listening
OBJECTIVE / EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	ELA.T.26.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition
GRADE LEVEL EXPECTATION	ELA.T.32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.
INDICATOR	ELA.T.32. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	ELA.T.32.4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.12.T.	Transition English Language Arts for Seniors
CONTENT STANDARD / OBJECTIVE	T.L.	Language
OBJECTIVE / EXPECTATION		Vocabulary Use and Acquisition

GRADE LEVEL EXPECTATION ELA.T.33. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.