

D303 Core Literacy Grades 11 and 12 - Yearlong Curriculum							
CUSD 303							
Year: 2011-2012							
Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Reading - Literature	Key Ideas and Details	RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	RL2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text		RL2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	
		RL3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)	RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)	RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)	RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)	
	Craft and Structure	RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors)	RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful	RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful	RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful	
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RL5 Analyze how an author's choices regarding how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	RL5 Analyze how an author's choices regarding how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	RL5 Analyze how an author's choices regarding how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	RL5 Analyze how an author's choices regarding how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	
		RL6 Assess how point of view and purpose shape the content and style of a text	RL6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement)		RL6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement)	RL6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement)	

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Reading - Literature <i>(cont'd)</i>	Integration of Knowledge and Ideas	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist)	RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	
		RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence	RL8 (Not applicable to literature)				
		RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics	RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics	RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics		
	Range of Reading and Level of Text Complexity	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 By the end of grade 11, proficiently read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band, with scaffolding as needed at the high end of the range	RL10 By the end of grade 11, proficiently read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band, with scaffolding as needed at the high end of the range	RL10 By the end of grade 11, proficiently read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band, with scaffolding as needed at the high end of the range		
			RL10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently				RL10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
Reading - Informational	Key Ideas and Details	RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	
		RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	
		RI3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RI3 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events interact and develop over the course of the text	RI3 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events interact and develop over the course of the text	RI3 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events interact and develop over the course of the text	RI3 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events interact and develop over the course of the text	

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Reading - Informational (cont'd)	Craft and Structure	RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No 10)	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No 10)	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No 10)	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No 10)	
		RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging		RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging	
		RI6 Assess how point of view and purpose shape the content and style of a text	RI6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text	RI6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text	RI6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text	RI6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text	
	Integration of Knowledge and Ideas	RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem	
		RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RI8 Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., the Federalist, presidential addresses)	RI8 Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., the Federalist, presidential addresses)	RI8 Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., the Federalist, presidential addresses)		
		RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RI9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features	RI9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US documents of historical and literary significance for their themes, purposes, and rhetorical features	RI9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US documents of historical and literary significance for their themes, purposes, and rhetorical features		

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Reading - Informational (cont'd)	Range of Reading and Level of Text Complexity	RI10 Read and comprehend complex literary and informational texts independently and proficiently	RI10 By the end of grade 11, proficiently read and comprehend literary nonfiction in the grades 11–CCR text complexity band, with scaffolding as needed at the high end of the range	RI10 By the end of grade 11, proficiently read and comprehend literary nonfiction in the grades 11–CCR text complexity band, with scaffolding as needed at the high end of the range	RI10 By the end of grade 11, proficiently read and comprehend literary nonfiction in the grades 11–CCR text complexity band, with scaffolding as needed at the high end of the range		
			RI10 By the end of grade 12, independently and proficiently read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band				RI10 By the end of grade 12, independently and proficiently read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
			W1a Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence	W1a Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence	W1a Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence	W1a Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence	
			W1b Develop claims 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		W1b Develop claims 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	W1b Develop claims 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	
			W1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims		W1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims	W1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims	
			W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	W1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	
			W1e Provide a concluding statement or section that follows from and supports the argument presented	W1e Provide a concluding statement or section that follows from and supports the argument presented	W1e Provide a concluding statement or section that follows from and supports the argument presented	W1e Provide a concluding statement or section that follows from and supports the argument presented	

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Writing (cont'd)	Text Types and Purposes (cont'd)	W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	W2 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	W2 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	W2 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	W2 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	
			W2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension		W2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	W2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	
			W2b Develop a 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	W2b Develop a 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	W2b Develop a 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	W2b Develop a 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	
			W2c 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	W2c 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	W2c 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	W2c 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	
			W2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic		W2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic	W2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic	
			W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	W2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing	
			W2f 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)		W2f 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)	W2f 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)	
		W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences			

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Writing (cont'd)	Text Types and Purposes (cont'd)		W3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events	W3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events			
			W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	W3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters			
			W3c 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)	W3c 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)			
			W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	W3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	
			W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative			
	Production and Distribution of Writing	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 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	W5 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	W5 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	W5 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	
		W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	

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Writing (cont'd)	Research to Build and Present Knowledge	W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 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	W7 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	W7 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	W7 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	
		W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 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	W8 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	W8 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	W8 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	
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	
			W9a Apply grades 11–12 reading standards to literature (e.g., “demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)	W9a Apply grades 11–12 reading standards to literature (e.g., “demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)			
			W9b Apply grades 11–12 reading standards to literary nonfiction (e.g., “delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning [e.g., in US Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., the Federalist, presidential addresses]”)	W9b Apply grades 11–12 reading standards to literary nonfiction (e.g., “delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning [e.g., in US Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., the Federalist, presidential addresses]”)			
	Range of Writing	W10 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	W10 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 and purposes	W10 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 and purposes	W10 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 and purposes	W10 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 and purposes	
			W10 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 and purposes	W10 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 and purposes	W10 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 and purposes	W10 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 and purposes	

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Speaking & Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively			
			SL1a 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	SL1a 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			
			SL1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed	SL1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed			
			SL1c 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	SL1c 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			
			SL1d 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		SL1d 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	SL1d 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	
		SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data		SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	
		SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 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		SL3 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	SL3 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	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Speaking & Listening (<i>cont'd</i>)	Presentation of Knowledge and Ideas	SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks	
		SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest		SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest		
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate		SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate		
Language	Conventions of Standard English	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
		L1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested	L1a Apply understanding that usage is functional and relevant to the time and that decisions of convention should be made according to the meaning that the students intend to convey	L1a Apply understanding that usage is functional and relevant to the time and that decisions of convention should be made according to the meaning that the students intend to convey	L1a Apply understanding that usage is functional and relevant to the time and that decisions of convention should be made according to the meaning that the students intend to convey	L1a Apply understanding that usage is functional and relevant to the time and that decisions of convention should be made according to the meaning that the students intend to convey	L1a Apply understanding that usage is functional and relevant to the time and that decisions of convention should be made according to the meaning that the students intend to convey
		L1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed	L1b Resolve issues of complex usage by consulting references and considering the meaning that the students intend to convey	L1b Resolve issues of complex usage by consulting references and considering the meaning that the students intend to convey	L1b Resolve issues of complex usage by consulting references and considering the meaning that the students intend to convey	L1b Resolve issues of complex usage by consulting references and considering the meaning that the students intend to convey	L1b Resolve issues of complex usage by consulting references and considering the meaning that the students intend to convey
		L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
		L2a Observe hyphenation conventions	L2a Observe hyphenation conventions				
		L2b Spell correctly	L2b Spell correctly	L2b Spell correctly	L2b Spell correctly	L2b Spell correctly	
	Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices pertaining to meaning or style, and to comprehend more fully when reading or listening	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices pertaining to meaning or style, and to comprehend more fully when reading or listening	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices pertaining to meaning or style, and to comprehend more fully when reading or listening	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices pertaining to meaning or style, and to comprehend more fully when reading or listening		

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Language (cont'd)	Knowledge of Language (cont'd)		L3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading	L3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading		L3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading	
	Vocabulary Acquisition and Use	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grades 11–12 reading and content, choosing flexibly from a range of strategies	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grades 11–12 reading and content, choosing flexibly from a range of strategies			L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grades 11–12 reading and content, choosing flexibly from a range of strategies
			L4a 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	L4a 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			
			L4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive/conception/conceivable)	L4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive/conception/ conceivable)			
			L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage				
			L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)	L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)			
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
			L5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text		L5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text		
			L5b Analyze nuances in the meaning of words with similar denotations	L5b Analyze nuances in the meaning of words with similar denotations			

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Grade 11 Skills S1	Grade 11 Skills S2	Grade 12 Skills S1	Grade 12 Skills S2
Language (<i>cont'd</i>)	Vocabulary Acquisition and Use (<i>cont'd</i>)	L6 Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	L6 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		L6 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	L6 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	