



Course Title: **11-12: Persuasive/Nonfiction English Curriculum and Scales**

Description:

**Strand A** will have a persuasive and nonfiction emphasis. This will be covered across reading, writing, language, speaking, and listening skills.

**Experiences in Literature and Writing 1**

Experiences in Literature and Writing 1 provides a study of a wide selection of reading and writing using non-fiction. Readings and writings may include: research writing/projects, reflections, real-world writing, journaling, and analysis of text.

**Sports Lit and Writing**

This nonfiction course will explore sports trends and issues through writing and reading. Students may study a variety of articles, memoirs, documentaries, and advertisements. Emphasis of writing will be on research and analyzing rhetoric. Students will be able to explore the historical and cultural aspects of sports.

## COMPREHENSION

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u><a href="#">Engages in Complex Texts</a></u>	<ul style="list-style-type: none"><li>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</li><li>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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RL.11-12.10) (DOK 1,2)</b></li><li>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the</li></ul>	<b>Students will engage in a variety of complex texts that support their growth as a reader.</b>



	<p>range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RI.11-12.10) (DOK 1,2)</b></p>	
<p><u><b>Analysis of Informational Text</b></u></p>	<ul style="list-style-type: none"> <li>• 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. <b>(RI.11-12.1) (DOK 1,2,3)</b></li> <li>• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>(RI.11-12.2) (DOK 2,3,4)</b></li> <li>• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>(RI.11-12.3) (DOK 2,3)</b></li> <li>• 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. <b>(RI.11-12.4) (DOK 1,2,3)</b></li> <li>• 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. <b>(RI.11-12.5) (DOK 2,3,4)</b></li> <li>• Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>(RI.11-12.6) (DOK 2,3,4)</b></li> </ul>	<p><b>Students will analyze central ideas through an author's literary choices in informational text.</b></p>



	<ul style="list-style-type: none"> <li>• Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. <b>(RI.11-12.8) (DOK 2,3,4)</b></li> <li>• Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. <b>(RI.11-12.9) (DOK 2,3)</b></li> <li>• Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>(SL.11-12.3) (DOK 2,3,4)</b></li> </ul>	
<h2>WRITING</h2>		
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Argumentative Writing</u>	<ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>(W.11-12.1) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>◦ 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. <b>(W.11-12.1a)</b></li> <li>◦ 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. <b>(W.11-12.1b)</b></li> <li>◦ Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,</li> </ul> </li> </ul>	<b>Students will write an argumentative essay that supports a claim with relevant evidence and valid reasoning.</b>



	<ul style="list-style-type: none"> <li>and between claim(s) and counterclaims. <b>(W.11-12.1c)</b> <ul style="list-style-type: none"> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>(W.11-12.1d)</b></li> <li>Provide a concluding statement or section that follows from and supports the argument presented. <b>(W.11-12.1e)</b></li> </ul> </li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b> <ul style="list-style-type: none"> <li>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"). <b>(W.11-12.9a)</b></li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). <b>(W.11-12.9b)</b></li> </ul> </li> </ul>	
<b><u>Informative/Explanatory Writing</u></b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>(W.11-12.2) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>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. <b>(W.11-12.2a)</b></li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,</li> </ul> </li> </ul>	<b>Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately.</b>



	<p>concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <b>(W.11-12.2b)</b></p> <ul style="list-style-type: none"> <li>○ Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <b>(W.11-12.2c)</b></li> <li>○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>(W.11-12.2d)</b></li> <li>○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>(W.11-12.2e)</b></li> <li>○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>(W.11-12.2f)</b></li> </ul> <ul style="list-style-type: none"> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b> <ul style="list-style-type: none"> <li>○ 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"). <b>(W.11-12.9a)</b></li> <li>○ Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). <b>(W.11-12.9b)</b></li> </ul> </li> </ul>	
<a href="#"><u>Writing Process</u></a>	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</li> </ul>	<b>Students will engage in a recursive writing process to produce clear and</b>



	<p>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>(W.11-12.4) (DOK 3,4)</b></p> <ul style="list-style-type: none"> <li>• 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 Language standards 1–3 up to and including grades 11–12.) <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>• 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. <b>(W.11.12.6) (DOK 1,2)</b></li> <li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>(W.11-12.10) (DOK 1,2,3,4)</b></li> </ul>	<p><b>coherent writing that is specific to task, purpose, and audience.</b></p>
<p><a href="#">Research</a></p>	<ul style="list-style-type: none"> <li>• 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. <b>(W.11-12.7) (DOK 2,3,4)</b></li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>(W.11-12.8) (DOK 1,2,3,4)</b></li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>(RI.11-12.7) (DOK 3,4)</b></li> </ul>	<p><b>Students will research to gather and evaluate accurate and credible sources.</b></p>



## Language

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<a href="#">Language</a>	<ul style="list-style-type: none"><li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1) (DOK 1,2)</li><li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2) (DOK 1)</li><li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.11-12.3) (DOK 1,2,3)</li><li>• 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. (L.11-12.4) (DOK 1,2)</li><li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5) (DOK 2,3)</li><li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) (DOK 1,2)</li></ul>	<b>Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.</b>

## Speaking and Listening

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
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**Speaking and Listening**

- 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. **(SL.11-12.1) (DOK 1,2,3)**
  - 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. **(SL.11-12.1a)**
  - Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. **(SL.11-12.1b)**
  - 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. **(SL.11-12.1c)**
  - 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. **(SL.11-12.1d)**
- 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. **(SL.11-12.2) (DOK 3,4)**
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,

**Students will engage in speaking and listening in a variety of formal and informal contexts.**





	<p>audience, and a range of formal and informal tasks. <b>(SL.11-12.4) (DOK 1,2,3)</b></p> <ul style="list-style-type: none"><li>• 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. <b>(SL.11-12.5) (DOK 1,2,3)</b></li><li>• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) <b>(SL.11-12.6) (DOK 1,2)</b></li></ul>	
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<b>Engages in Complex Text</b> RL.11-12.10, RI.11-12.10		<b>Sample Tasks</b>
<b>Students will engage in a variety of complex texts that support their growth as a reader.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	Reading logs  Observations of self-selected texts  Variety of text types within genres
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>By the end of <b>grade 11</b>, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</p> <p>By the end of <b>grade 12</b>, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RL.11-12.10) (DOK 1,2)</b></p> <ul style="list-style-type: none"><li>• Explores a variety of literary genres and/or text types</li><li>• Self-selects appropriate texts</li></ul> <p>By the end of <b>grade 11</b>, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	



	<p>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</p> <p>By the end of <b>grade 12</b>, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RI.11-12.10) (DOK 1,2)</b></p>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Strong focus on fluency and accuracy while reading</li> <li>• Additional supports and scaffolds needed for comprehension of complex text</li> <li>• Reader selects from a narrow genre selection</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Analysis of Informational Text</b>	<b>Sample Tasks</b>
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RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, SL.11-12.3	
<b>Students will analyze central ideas through an author's literary choices in informational text.</b>	
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.
<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>(RI.11-12.2) (DOK 2,3,4)</b></p> <ul style="list-style-type: none"> <li>Analyze the development of two or more themes or central ideas over the course of a text</li> <li>Analyze how themes interact and build on one another to produce a complex account</li> </ul> <p>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. <b>(RI.11-12.1) (DOK 1,2,3)</b></p> <ul style="list-style-type: none"> <li>Analyze where the text leaves matter uncertain</li> <li>Make multiple inferences to draw a conclusion</li> </ul> <ul style="list-style-type: none"> <li>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. <b>(RI.11-12.5) (DOK 2,3,4)</b></li> </ul>



	<ul style="list-style-type: none"> <li>○ Assess the effectiveness of an argument's or exposition's structure.</li> <li>● Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>(RI.11-12.6) (DOK 2,3,4)</b> <ul style="list-style-type: none"> <li>○ Analyze the author's rhetoric to identify their purpose.</li> </ul> </li> <li>● Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>(RI.11-12.3) (DOK 2,3)</b> <ul style="list-style-type: none"> <li>○ Analyze how a complex set of ideas interact.</li> </ul> </li> <li>● Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>(SL.11-12.3) (DOK 2,3,4)</b> <ul style="list-style-type: none"> <li>○ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</li> <li>○ Assess the effectiveness: <ul style="list-style-type: none"> <li>■ of the stance and premise</li> <li>■ of points of emphasis</li> <li>■ of tone used of links among ideas</li> <li>■ of word choices</li> </ul> </li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> <b>Foundational skills and knowledge</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Identify themes or central ideas <b>(RI.11-12.2)</b></li> <li>● Objectively summarize <b>(RI.11-12.2)</b></li> <li>● 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. <b>(RI.11-12.4) (DOK 1,2,3)</b> <ul style="list-style-type: none"> <li>○ Analyze how an author uses and refines meaning of key term(s) in a text</li> <li>○ Identify figurative, connotative and technical meaning in a text <b>(RI.11-12.4) (DOK 1,2,3)</b></li> <li>○ Identify key term(s) in a text <b>(RI.11-12.4) (DOK 1,2,3)</b></li> <li>○ Determine the meaning of figurative, connotation and technical terms in a text <b>(RI.11-12.4) (DOK 1,2,3)</b></li> </ul> </li> <li>● Identify the structure of a text. <b>(RI.11-12.5) (DOK 2,3,4)</b></li> </ul>	



	<ul style="list-style-type: none"> <li>● Recognize an effective argument. (RI.11-12.5) (DOK 2,3,4)</li> <li>● Identify Points of View.(RI.11-12.6) (DOK 2,3,4)</li> <li>● Define rhetoric.(RI.11-12.6) (DOK 2,3,4)</li> <li>● Define style and content.(RI.11-12.6) (DOK 2,3,4)</li> <li>● Explain the development of individual ideas, or events over the course of the text. (RI.11-12.3) (DOK 2,3)</li> <li>● Identify ideas that are difficult to understand. (RI.11-12.3) (DOK 2,3)</li> <li>● Identify the order in which events unfold. (RI.11-12.3) (DOK 2,3)</li> <li>● Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8) (DOK 2,3,4) <ul style="list-style-type: none"> <li>○ Evaluate the reasoning in seminal US texts. I can apply constitutional principles to works of public advocacy. I can apply legal reasoning to works of public advocacy. .(RI.11-12.8) (DOK 2,3,4)</li> <li>○ Identify constitution principles, I can identify legal reasoning, I can define public advocacy.(RI.11-12.8) (DOK 2,3,4)</li> </ul> </li> <li>● Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9) (DOK 2,3) <ul style="list-style-type: none"> <li>○ Analyze historical documents for literary importance.</li> <li>○ Analyze historical documents for rhetorical features.</li> <li>○ Analyze the themes and purpose of historical documents.</li> <li>○ Identify themes of foundational US documents. (RI.11-12.9) (DOK 2,3)</li> <li>○ Identify purposes of foundational US documents. (RI.11-12.9) (DOK 2,3)</li> <li>○ Identify rhetorical features of foundational US documents. (RI.11-12.9) (DOK 2,3)</li> </ul> </li> <li>● Summarize text (RI.11-12.1) (DOK 1,2,3)</li> <li>● Cite from a text (RI.11-12.1) (DOK 1,2,3)</li> <li>● Recognize textual evidence (RI.11-12.1)(DOK 1,2,3)</li> <li>● Draw inferences (RI.11-12.1) (DOK 1,2,3)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	



<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Argumentative Writing</b> <b>W.11-12.1, W.11-12.9</b>		<b>Sample Tasks</b>
<b>Students will write an argumentative essay that supports a claim with relevant evidence and valid reasoning.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> <b>Learning Goal</b>	<b>Considerations for meeting grade level standard(s):</b>  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>(W.11-12.1) (DOK 3,4)</b>	



- 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. **(W.11-12.1a)**
  - Evaluate reasoning to create an organized analysis.
  - Sequence claims in an organizational manner.
  - Analyze both sides of an issue.
  - Demonstrate organizational structure of an argument.
- 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. **(W.11-12.1b)**
  - Consider the audience's knowledge level, concerns, values, and possible biases.
  - Develop claims and counterclaims in a logical manner.
  - Analyze the strengths and limitations of a given argument.
  - Evaluate an argument for relevancy of evidence.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **(W.11-12.1c)**
  - Clarify relationships between claims and reasoning.
  - Clarify relationships between reasons and evidence.
  - Clarify relationships between claims and counterclaims.
  - Vary my syntax in creating an argument.
  - Write claims that create a clear, cohesive argument.

Draw evidence from literary or informational texts to support analysis, reflection, and research. **(W.11-12.9) (DOK 2,3,4)**

- 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"). **(W.11-12.9a)**





	<ul style="list-style-type: none"> <li>• Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). <b>(W.11-12.9b)</b> <ul style="list-style-type: none"> <li>○ Support analysis with inferences and evidence paraphrased from the text with appropriate credit given to the source. I can support analysis with inferences and evidence cited directly from the text.</li> <li>○ Search and find quality information and research to support the purpose.</li> <li>○ Determine relevancy of evidence to support analysis, reflection, and or research.</li> <li>○ Distinguish between relevant and irrelevant evidence in a text.</li> <li>○ Identify relevant evidence that supports purpose</li> <li>○ Describe what a text says explicitly</li> <li>○ Draw logical inferences from a text.</li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Define claim and opposition <b>(W.11-12.1a)</b></li> <li>● Identify claims and opposition <b>(W.11-12.1a)</b></li> <li>● Establish precise claims. <b>(W.11-12.1a)</b></li> <li>● Introduce precise, logical claims that support an argument. <b>(W.11-12.1a)</b></li> <li>● Identify relevance and sufficiency in an argument. <b>(W.11-12.1b)</b></li> <li>● Identify where there are strengths and weaknesses in an argument <b>(W.11-12.1b)</b></li> <li>● Identify possible bias in any argument <b>(W.11-12.1b)</b></li> <li>● Identify the audience's knowledge level, concerns, values, and possible biases. <b>(W.11-12.1b)</b></li> <li>● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>(W.11-12.1d)</b> <ul style="list-style-type: none"> <li>○ Write in a formal, academic tone.</li> </ul> </li> <li>● Provide a concluding statement or section that follows from and supports the argument presented. <b>(W.11-12.1e)</b> <ul style="list-style-type: none"> <li>○ Write a logical concluding statement that supports the argument created.</li> <li>○ Provide a conclusion that supports my argument.</li> </ul> </li> </ul>	



	<p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>claim</li> <li>counterclaim</li> <li>formal style</li> <li>objective tone</li> <li>evidence</li> <li>reasoning</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<p><b>Informative/Explanatory Writing</b> W.11-12.2, W.11-12.9</p>		Sample Tasks
<p><b>Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately.</b></p>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	



<p><b>Score 3.5</b></p>	<p>Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.</p>	
<p><b>Score 3.0</b> <b>Learning Goal</b></p>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>(W.11-12.2) (DOK 3,4)</b></p> <ul style="list-style-type: none"> <li>• 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. <b>(W.11-12.2a)</b> <ul style="list-style-type: none"> <li>◦ Organize my paper in a way that my ideas build on each other to create a cohesive essay.</li> </ul> </li> <li>• 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. <b>(W.11-12.2b)</b> <ul style="list-style-type: none"> <li>◦ Consider my audience when writing and fully develop a topic.</li> </ul> </li> <li>• Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <b>(W.11-12.2c)</b> <ul style="list-style-type: none"> <li>◦ Use transitional phrases and sentences both within a topic paragraph and to connect paragraphs.</li> <li>◦ Vary my syntax in creating an argument.</li> <li>◦ Write claims that create a clear, cohesive argument.</li> </ul> </li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>(W.11-12.2d)</b> <ul style="list-style-type: none"> <li>◦ Appropriate language to manage the complexity of the topic.</li> <li>◦ Use topic specific language.</li> <li>◦ Use figurative language.</li> </ul> </li> </ul> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b></p> <ul style="list-style-type: none"> <li>• Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate</li> </ul>	



	<p>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"). (W.11-12.9a)</p> <ul style="list-style-type: none"> <li>• Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). (W.11-12.9b) <ul style="list-style-type: none"> <li>○ Support analysis with inferences and evidence paraphrased from the text with appropriate credit given to the source. I can support analysis with inferences and evidence cited directly from the text.</li> <li>○ Search and find quality information and research to support the purpose.</li> <li>○ Determine relevancy of evidence to support analysis, reflection, and or research.</li> <li>○ Distinguish between relevant and irrelevant evidence in a text.</li> <li>○ Identify relevant evidence that supports purpose</li> <li>○ Describe what a text says explicitly</li> <li>○ Draw logical inferences from a text.</li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Use multimedia when appropriate. (W.11-12.2a)</li> <li>● Recall or define what an explanatory text is. (W.11-12.2a)</li> <li>● Identify the appropriateness of a topic. (W.11-12.2a)</li> <li>● Format a paper using MLA formatting. (W.11-12.2a)</li> <li>● Introduce a topic effectively. (W.11-12.2a)</li> <li>● Identify relevant and reliable information that supports a topic.(W.11-12.2b)</li> <li>● Identify who an audience for a text might be. (W.11-12.2b)</li> <li>● Select the most relevant facts pertinent to the audience for which I am developing a topic. (W.11-12.2b)</li> <li>● Know what a phrase and clause are.(W.11-12.2c)</li> <li>● Use transitions to develop cohesion. (W.11-12.2c)</li> <li>● (W.11-12.2e) Establish and maintain a formal style and objective tone while</li> </ul>	



	<p>attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> <li>○ Use a formal style of writing and objective tone when appropriate.</li> <li>○ Use a formal style of writing.</li> <li>○ Use an objective tone.</li> </ul> <ul style="list-style-type: none"> <li>● <b>(W.11-12.2f)</b> 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). <ul style="list-style-type: none"> <li>○ Write a conclusion that supports the presented information.</li> <li>○ Write a conclusion.</li> </ul> </li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Writing Process</b> <b>W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10</b>	<b>Sample Tasks</b>



**Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.**

<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> Learning Goal	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>(W.11-12.4) (DOK 3,4)</b></p> <ul style="list-style-type: none"><li>• Develop a plan for writing, focusing on what is most significant for a specific purpose and audience.</li><li>• Create an organizational structure that logically sequences claims and helps accomplish the purpose.</li><li>• Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience.</li><li>• Create multiple drafts examining rough drafts and considering the ways to revise the addition and subtraction of materials.</li><li>• Apply stylistic conventions and expectations of the task or genre.</li></ul> <p>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 Language standards 1–3 up to and including grades 11–12.) <b>(W.11-12.5) (DOK 1,2,3,4)</b></p> <ul style="list-style-type: none"><li>• Develop and strengthen my writing as needed by using the writing process and considering my audience and purpose.</li><li>• Revise my writing utilizing conventions appropriate to the task.</li></ul>	



	<ul style="list-style-type: none"> <li>Try a new style or approach with my writing.</li> </ul> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>(W. 11-12.10) (DOK 1,2,3,4)</b></p>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>(W.11-12.4) (DOK 3,4)</b></li> <li>Produce writing that attends to the requirements of a specific task. <b>(W.11-12.4) (DOK 3,4)</b></li> <li>Produce writing for a specific purpose <b>(W.11-12.4) (DOK 3,4)</b></li> <li>Produce writing with a specific audience in mind. <b>(W.11-12.4) (DOK 3,4)</b></li> <li>Produce writing with consistent style; informal or formal. <b>(W.11-12.4) (DOK 3,4)</b></li> <li>Develop writing using a graphic organizer. <b>(W.11-12.4) (DOK 3,4)</b></li> <li>Revise my writing while focusing on the audience. <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>Understand the writing process. <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>Understand how style or approach affect writing. <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>Identify audience. <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>Identify purpose. <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>Write short and/or longer papers for a range of topics, genres, and tasks. <b>(W. 11-12.10) (DOK 1,2,3,4)</b></li> <li>Identify a writing routine. <b>(W. 11-12.10) (DOK 1,2,3,4)</b></li> <li>Write over a single topic. <b>(W. 11-12.10) (DOK 1,2,3,4)</b></li> <li>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. <b>(W.11.12.6) (DOK 1,2)</b> <ul style="list-style-type: none"> <li>Produce, publish and share writings using technology.</li> <li>Provide feedback regarding arguments and/or information in writing.</li> <li>Produce writing via technology.</li> </ul> </li> </ul>	



	<b>Recall or recognize specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Research</b> <b>W.11-12.7, W.11-12.8, RI.11-12.7</b>		<b>Sample Tasks</b>
<b>Students will research to gather and evaluate accurate and credible sources.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	





<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>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. <b>(W.11-12.7) (DOK 2,3,4)</b></p> <ul style="list-style-type: none"><li>• Conduct short and/or sustained research projects.</li><li>• Narrow or broaden the scope of my research.</li><li>• Synthesize multiple sources on a subject demonstrating understanding of the topic/problem.</li><li>• Pick a topic with an appropriate scope.</li><li>• Synthesize multiple sources.</li><li>• Conduct short or indepth research about a topic/problem.</li></ul> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>(W.11-12.8) (DOK 1,2,3,4)</b></p> <ul style="list-style-type: none"><li>• Gather relevant information from multiple, credible sources that are used to effectively strengthen my writing.</li><li>• Assess the strengths and limitations of sources in terms of the task and audience.</li><li>• Write using a balance of sources and original materials.</li></ul> <ul style="list-style-type: none"><li>• Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>(RI.11-12.7) (DOK 3,4)</b><ul style="list-style-type: none"><li>○ Integrate multiple sources of information presented in multiple mediums and formats</li><li>○ Evaluate multiple sources of media</li><li>○ Synthesize information to solve a problem or answer a question</li></ul></li></ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	



<b>Score 2.0</b> Foundational skills and knowledge	<b>Considerations for approaching grade level standard(s):</b> <ul style="list-style-type: none"> <li>Identify multiple sources of information (RI.11-12.7) (DOK 3,4)</li> <li>Select sources that are relevant to the task. (W.11-12.8) (DOK 1,2,3,4)</li> <li>Use correct MLA Format. (W.11-12.8) (DOK 1,2,3,4)</li> <li>Write using a variety of sources. (W.11-12.8) (DOK 1,2,3,4)</li> <li>Integrate information into my writing, maintaining the flow of ideas and avoiding plagiarism.(W.11-12.8) (DOK 1,2,3,4)</li> </ul> <b>Recall or recognize specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li></li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Language</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6		<b>Sample Tasks</b>
<b>Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	



<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0</b> <b>Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>(L.11-12.3) (DOK 1,2,3)</b></p> <ul style="list-style-type: none"> <li>• 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. <b>(L.11-12.3a)</b></li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(L.11-12.1) (DOK 1,2)</b> <ul style="list-style-type: none"> <li>◦ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. <b>(L.11-12.1a)</b></li> <li>◦ 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. <b>(L.11.12.1b)</b></li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> <b>Foundational skills and knowledge</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(L.11-12.2) (DOK 1)</b> <ul style="list-style-type: none"> <li>◦ Observe hyphenation conventions. <b>(L.11-12.2a)</b></li> <li>◦ Spell correctly. <b>(L.11-12.2b)</b></li> </ul> </li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>(L.11-12.5) (DOK 2,3)</b></li> <li>• 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. <b>(L.11-12.4) (DOK 1,2)</b></li> </ul>	



	<ul style="list-style-type: none"> <li>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) (DOK 1,2)</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	

<b>Speaking and Listening</b> SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6		Sample Tasks
<b>Students will engage in speaking and listening in a variety of formal and informal contexts.</b>		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	



<p><b>Score 3.5</b></p>	<p>Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.</p>	
<p><b>Score 3.0</b> <b>Learning Goal</b></p>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <b>(SL.11-12.4)</b> <b>(DOK 1,2,3)</b></p> <ul style="list-style-type: none"> <li>• Synthesize information, findings, and supporting evidence to convey clear and distinct perspectives in a presentation.</li> <li>• address a topic with appropriate formality.</li> <li>• Present research with a clear and distinct perspective.</li> </ul> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>(SL.11-12.1)</b> <b>(DOK 1,2,3)</b></p> <ul style="list-style-type: none"> <li>• 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. <b>(SL.11-12.1a)</b> <ul style="list-style-type: none"> <li>○ Come to discussions prepared</li> <li>○ Use evidence from the text to encourage ideas</li> <li>○ Draw conclusions based on my research</li> </ul> </li> <li>• Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. <b>(SL.11-12.1b)</b> <ul style="list-style-type: none"> <li>○ Respond thoughtfully to diverse perspectives</li> <li>○ Work with other students to discuss and make a decision</li> <li>○ Work together while being responsible for my individual goal</li> </ul> </li> <li>• 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;</li> </ul>	



	<p>clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. <b>(SL.11-12.1c)</b></p> <ul style="list-style-type: none"> <li>○ Move conversations forward by asking and answering questions that explore the evidence and reasons</li> <li>○ Provide a safe environment for communication</li> <li>○ Respectfully challenge ideas and judgements</li> <li>○ Understand different perspectives</li> </ul> <ul style="list-style-type: none"> <li>● Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <b>(SL.11-12.1d)</b></li> </ul> <ul style="list-style-type: none"> <li>● 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. <b>(SL.11-12.5) (DOK 1,2,3)</b> <ul style="list-style-type: none"> <li>○ Use digital media strategically to enhance my presentation.</li> <li>○ 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. <b>(SL.11-12.2) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>■ Integrate multiple sources of information presented in diverse media and/or formats to make informed decisions and solve problems</li> <li>■ Evaluate the credibility and accuracy of each source</li> <li>■ Note any discrepancies among the data</li> </ul> </li> </ul> </li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b> Foundational skills and knowledge	<p><b>Considerations for approaching grade level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Understand the relevance of my research to my audience. <b>(SL.11-12.4)</b></li> <li>● Use digital media to enhance my presentation. <b>(SL.11-12.5) (DOK 1,2,3)</b></li> <li>● Use digital media to present. <b>(SL.11-12.5) (DOK 1,2,3)</b></li> <li>● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language</li> </ul>	



	<p>standards 1 and 3 for specific expectations.) (SL.11-12.6) (DOK 1,2)</p> <ul style="list-style-type: none"><li>○ Adapt my speech to a variety of contexts and tasks appropriate.</li><li>○ Purposely adapt my language to the style and purpose of the task.</li><li>○ Adapt my language to the style and purpose of the task.</li><li>○ Set goals and deadlines (SL.11-12.1b)</li><li>○ Determine individual group roles (SL.11-12.1b)</li></ul> <ul style="list-style-type: none"><li>● Draw upon different strategies to initiate a discussion. (SL.11-12.1a)</li></ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p> <ul style="list-style-type: none"><li>●</li></ul>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching grade level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	