# HIGH SCHOOL

| LITERACY SCOPE AND SEQUENCE<br>AY 26-27 | | | | | | |
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| STRAND | STANDARDS/SKILLS<br>(Common Core) | 9TH | 10TH | STANDARDS/SKILLS<br>(Common Core) | 11TH | 12TH |
| READING: LITERATURE | CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Identify key passages or quotes directly connected to the main ideas or questions.<br><br>Explain how textual details support a claim or reading and distinguish between information stated outright vs. implied.<br><br>Practice correctly embedding quotes or paraphrases in writing, ensuring they choose relevant examples. | Evaluate which evidence is strongest or most representative; combine evidence from various parts of the text for deeper insights.<br><br>Articulate the chain of reasoning linking text evidence to interpretive conclusions.<br><br>Ensure cohesion in argumentation, weaving together multiple pieces of evidence to support more complex or nuanced theses. | CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Cite robust, relevant excerpts and identify subtle inferences. They begin noticing unclear or ambiguous passages, discussing possible interpretations based on textual clues.<br><br>Organize evidence logically, articulating how it supports either explicit meanings or well-grounded inferences. | Critically evaluate textual ambiguities—questioning author intent, narrative gaps, or unresolved conflicts—and how these enhance thematic depth.<br><br>Synthesize multiple pieces of evidence, weaving them into high-level arguments that acknowledge the text's complexities and uncertainties (e.g., alternative readings, cultural/historical contexts). |
| | CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Pinpoint the central message or controlling idea and describe its emergence in the text.<br><br>Trace how characters, conflicts, or settings help evolve the theme, offering a basic analysis of notable scenes or sections.<br><br>Produce straightforward summaries that accurately capture main events or ideas without personal commentary. | Recognize overlapping or contrasting themes and discuss how these themes interact or build upon each other.<br><br>Examine specific literary devices (symbolism, irony) that shape or complicate thematic development.<br><br>Craft condensed yet comprehensive overviews, capturing not just the plot but also the text's deeper thematic layers and evolution. | CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | Identify two or more significant themes, tracing each theme's progression (e.g., key moments or character arcs that illuminate the theme).<br><br>Explain how these themes converge or diverge, shaping a deeper understanding of the narrative.<br><br>Maintain balanced and factual summaries capturing the main events and thematic threads without personal bias. | Discuss how themes overlap, refine, or challenge each other, possibly creating tension or duality in the text.<br><br>Connect these thematic interactions to broader contexts—historical, philosophical, or cultural—showing how they contribute to the text's complexity.<br><br>Produce succinct yet insightful summaries, integrating a nuanced understanding of how themes evolve and interact, thus providing a holistic snapshot of the text. |
| | CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | Identify basic traits and motivations, noting how these traits influence actions or relationships.<br><br>Observe clear arcs (e.g., a shy character becoming more confident), linking character growth to major plot events.<br><br>Describe how characters' decisions propel the story forward or hint at a theme (e.g., bravery, loyalty). | Explore internal struggles and nuanced motivations, analyzing how these tensions shape relationships.<br><br>Evaluate how character development is interwoven with the text's central conflict(s), revealing thematic significance.<br><br>Discuss complex influences (societal norms, psychological factors), considering how characters' evolutions underscore deeper messages. | CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | Analyze specific narrative decisions: setting, plot structure, character introduction—and discuss how these elements affect readers' perception or emotional response.<br><br>Link authorial choices to plot progression or character arcs (e.g., how shifting time frames builds suspense). | Explore how the author's structural decisions both reflect and shape central themes or deeper messages (e.g., non-linear timelines to underscore character psychology).<br><br>Consider why these choices matter—discussing possible alternatives the author could have taken and the resulting impact on meaning. Compare multiple works to highlight different stylistic approaches. |
| | CCSS.ELA-LITERACY.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze | | Discuss how an author's diction influences themes, character development, and the text's overall ambiance. | CCSS.ELA-LITERACY.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze | Identify and interpret key figurative devices (extended metaphors, | Critique the deliberate craft behind word choice—connecting diction to broader thematic or stylistic goals. |

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| | the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | | Compare how different authors, or even different passages, use language to achieve distinct effects (for example, the elevated language of a formal speech vs. the colloquial style of a personal narrative).<br><br>More emphasis is put on extended metaphors and recurring motifs. Examine how these patterns evolve throughout the text and influence interpretation. | the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | personification) and note connotations that influence tone.<br><br>Recognize when a word or phrase carries multiple interpretations and how each meaning might enrich or complicate the text's impact. | Examine how particularly vivid or "fresh" language not only conveys meaning but evokes emotion or aesthetic appreciation, discussing why the language resonates in a literary or cultural context. |
| | CCSS.ELA-LITERACY.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. | List common structures (chronological, flashback, etc.) and note where the author introduces or withholds key information.<br><br>Describe how changes in time or scene can build basic suspense or lead to a twist.<br><br>Provide basic reasoning about why an author might arrange events in a certain way (e.g., to reveal a secret at the climax). | Examine more nuanced techniques (non-linear timelines, parallel plots) and discuss how these techniques enrich or complicate the reading experience.<br><br>Evaluate how the author's choices evoke specific emotional or intellectual responses (e.g., tension vs. intrigue).<br><br>Consider why the author might delay information, loop back in time, or reorder events—to develop themes or highlight character arcs with greater subtlety. | CCSS.ELA-LITERACY.RL.11-12.5: Analyze how an author's choices concerning 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. | Analyze the arrangement of chapters/scenes and the inclusion of critical moments (flashbacks, cliffhangers), discussing their effect on narrative flow and understanding.<br><br>Identify how structural elements (e.g., comedic vs. tragic close) shape reader expectations and basic emotional response. | Evaluate why the author's choices matter. Consider alternative possible structures and how they might change the text's meaning.<br><br>Explore how structural decisions advance central themes and enhance or undercut certain aesthetic experiences (e.g., tension, irony, closure vs. open-endedness). |
| | | | | CCSS.ELA-LITERACY.RL.11-12.6: 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, or understatement). | Identify discrepancies between explicit statements and intended implications, recognizing rhetorical techniques like irony or understatement.<br><br>Practice decoding tone shifts or satirical elements, explaining how they reveal the author's or narrator's underlying stance. | Analyze layers of meaning—e.g., situational vs. verbal irony—and how these techniques critique social or moral issues.<br><br>Consider cultural and historical contexts to fully grasp how satire or sarcasm challenges normative viewpoints, requiring nuanced reading to detect subtext and theme. |
| | | | | CCSS.ELA-LITERACY.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | Read and discuss key authors to establish familiarity with major literary movements and common themes (e.g., individualism, moral conflict).<br><br>Compare how two texts from the same era address a shared theme, focusing on similarities and differences in style or perspective. | |
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# HIGH SCHOOL

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| READING: INFORMATIONAL TEXT | CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Practice scanning informational texts (e.g., editorials, reports, articles) to find key statistics, quotes, or data that directly support the analysis.<br><br>Begin distinguishing between what the author states outright (explicit) and what the author suggests indirectly (inference). Emphasis is on showing how details from the text back up the claims. | Assess the evidence's credibility, significance, and relevance—determining whether the chosen evidence is the strongest possible support.<br><br>Compare and combine multiple excerpts to construct nuanced interpretations or more sophisticated arguments.<br><br>Walk the reader through how textual clues lead to that inference (critical thinking + logical reasoning). | CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Identify a wide range of textual evidence—both explicit statements and inferred meanings.<br><br>Note any ambiguous or unresolved elements in the text, attempting to propose plausible interpretations. | Critically engage with uncertainties—evaluating why certain points may be left vague (e.g., authorial intent, insufficient data).<br><br>Synthesize multiple textual clues to formulate robust, nuanced claims, especially when evidence is incomplete or open-ended. |
| | CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Learn to pinpoint the main argument or informational focus (e.g., a thesis in an essay, a claim in a speech, or a guiding research question in a scientific article).<br><br>Note how subpoints, statistics, examples, and explanations support or illustrate the main idea. Summaries remain primarily factual, capturing the essential points in a sequential or logical outline.<br><br>Emphasis on extracting the text's main points without personal opinion—maintaining factual accuracy and clarity. | Recognize that some informational texts present more than one central idea (e.g., a main argument plus a counterargument). Examine how these ideas intersect, build on, or challenge each other.<br><br>Examine how the author structures arguments—through rhetorical devices, data analysis, expert testimony, or the use of specific examples. Examine how each section propels or complicates the central idea.<br><br>Incorporate a clear sense of the text's purpose, method (e.g., comparison-contrast, cause-effect), and scope, without injecting personal bias. Note the author's approach or tone, if relevant, to fully capture the text's essence. | CCSS.ELA-LITERACY.RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | Trace overlapping ideas, exploring how multiple themes produce deeper arguments.<br><br>Evaluate how the text's central ideas build on or complicate each other, linking them to broader contexts. | Incorporate a thorough understanding of each idea's evolution, showing how they interact.<br><br>Provide a holistic snapshot of the text, connecting its complexity to the author's broader purpose. |
| | CCSS.ELA-LITERACY.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | Locate and name common text structures (chronological, cause-effect, problem-solution, etc.), observing how an author arranges points in a speech or informational piece.<br><br>Identify key transitions (e.g., "first," "then," "finally") and note how each segment of the text | Analyze how reordering segments or blending narratives can affect audience engagement or persuasive impact.<br><br>Identify how each supporting point builds upon the previous one to form a cohesive argument or analysis and explain how effectively the speaker or author transitions between points.<br><br>Evaluate the clarity and strength of these links—asking whether the text's sequence, transitional phrases, and rhetorical signals create a logical, | CCSS.ELA LITERACY. RI.11 -12.3: 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. | Investigate interlocking ideas or events, looking beyond a simple timeline.<br><br>Discuss how people or concepts reshape each other across the text. | Integrate broader cultural or historical lenses to interpret how events and individuals shape the text's argument.<br><br>Offer a complex, multifaceted understanding of these interactions. |

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| | | introduces and builds on ideas.<br><br>Begin to track how an author states a central claim, then uses supporting evidence or examples to develop it.<br><br>Note the placement and purpose of emphasis techniques—especially in speeches, where an opening anecdote or a concluding call to action might shape audience reaction.<br><br>Discuss how well the organization helps understand the main ideas. | persuasive flow or reveal gaps in reasoning. | | | |
| | CCSS.ELA-LITERACY.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | Rely on context clues (surrounding sentences, headings, visuals like charts) to interpret unfamiliar academic or technical terms.<br><br>Emphasis on recognizing domain-specific vocabulary (e.g., scientific, legal, historical) and understanding how it differs from everyday language.<br><br>Identify rhetorical flourishes—like metaphors, loaded language—and note how they shape tone (persuasive, neutral, critical, etc.). | Discuss how an author's diction influences themes, character development, and the text's overall ambiance.<br><br>Compare how different authors, or even different passages, use language to achieve distinct effects (for example, the elevated language of a formal speech vs. the colloquial style of a personal narrative).<br><br>More emphasis is put on extended metaphors and recurring motifs. Examine how these patterns evolve throughout the text and influence interpretation. | CCSS.ELA-LITERACY.RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text . | Evaluate how word choice carries cultural or rhetorical weight.<br><br>Track how central concepts evolve in meaning, noting redefinitions or shifts in connotation. | Evaluate how word choice carries cultural or rhetorical weight, connecting technical or figurative language to broader themes.<br><br>Track how a central concept (e.g., "justice," "progress") evolves in meaning throughout the text—examining redefinitions, expansions, or shifts in connotation.<br><br>Consider why the author refines a term in specific ways, relating these language choices to the text's purpose, audience, or sociohistorical context. |
| | CCSS.ELA-LITERACY.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). : Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | | Assess how each section or panel is purposefully designed to deepen the argument or narrative—why certain details appear at a specific point.<br><br>Consider image-word interplay (dialogue placement, visual emphasis) and analyze | CCSS.ELA-LITERACY.RI.11-12.5: 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. | Examine how intricate or layered structures (nested arguments, strategic sequencing of evidence) can strengthen or weaken clarity. Look at overall flow and coherence, assessing how effectively each part persuades or informs. | Compare the author's structure with alternatives—how would a different organization shift the argument's power?<br><br>Critique the text's success in delivering a logical, compelling reading experience. |

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| | | | how these choices refine or complicate the overall idea.<br><br>Examine changes in tone, argument, or viewpoint between different parts of the text (or sequential panels). Explain how these shifts sharpen or expand the central message—e.g., moving from a neutral statement to an emotional appeal.<br><br>Evaluate how effectively the text (or comic) weaves individual elements (sentences, visuals, segments) into a unified whole.<br><br>Consider how each part contributes to the evolving argument or narrative arc—whether it heightens tension, resolves conflicts, or highlights contradictions. | | | |
| | CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose. This is particularly relevant for speeches as they are inherently rhetorical texts where speakers aim to persuade or motivate their audience.: Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose. This is particularly relevant for speeches as they are inherently rhetorical texts where speakers aim to persuade or motivate their audience. | Learn to pinpoint the basic stance or goal of a speaker/author (e.g., to inform, persuade, motivate).<br><br>Notice common strategies (repetition, rhetorical questions, emotional appeals) and make simple observations about how these moves support the author's viewpoint.<br><br>Offer an initial judgment on how effectively the text achieves its goal, often noting whether the rhetoric is "persuasive" or "clear." | Evaluate subtleties in the author's position or motivation (e.g., distinguishing an overt claim from an implied one).<br><br>Examine more complex devices (parallelism, allusion, counterargument) and discuss why these choices strategically bolster the speaker's authority or emotional impact.<br><br>Evaluate how rhetoric shapes audience perception, considering context (historical, cultural) and the intended audience. Address the interplay between logic, emotion, and credibility (logos, pathos, ethos) in advancing the speaker's aim. | CCSS.ELA-LITERACY.RI.11-12.6<br>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.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. | Discern the basic stance or goal (persuade, inform, critique).<br><br>Observe how features (word choice, tone) enhance credibility or emotional appeal. | Dissect sophisticated rhetorical strategies (parallelism, extended metaphor, etc.).<br><br>Evaluate how these stylistic choices not only advance an argument but create aesthetic or cultural impact. |
| | CCSS.ELA-LITERACY.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | Compare an informational subject (e.g., a historical event or a scientific discovery) in different formats—articles vs. documentaries, official reports vs. podcasts, etc.<br><br>Note how details change (e.g., statistics highlighted in a report might differ from personal anecdotes featured in a TED Talk). | Eexamine why certain details are emphasized. Consider each medium's target audience, the author's or producer's purpose, and any potential biases.<br><br>Develop nuanced conclusions about how different accounts shape the reader's or viewer's understanding. Analyze how a documentary's emotional appeal contrasts with a scholarly article's logical structure. | CCSS.ELA-LITERACY.RI.11-12.7<br>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.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. | Gather information from varied sources (articles, charts, infographics), making basic judgments of reliability and relevance.<br><br>Combine data into a coherent response. | Critically compare conflicting or complementary data, weighing bias and context.<br>Apply diverse sources to propose nuanced viewpoints or solutions. |

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| | | Make literal observations (what is added/omitted). | Research external factors—like the publisher's agenda, cultural context, or the historical moment of production—to explain differences in emphasis or omissions. | | | |
| | CCSS.ELA-LITERACY.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | | Map out how each claim builds upon or intersects with other claims. Begin to evaluate the author's overall logic, checking for coherence and consistency across multiple points.<br><br>Question whether evidence is thorough, up-to-date, or reflective of credible sources. Differentiate between stronger, more substantial proof and weaker, tangential, or anecdotal support.<br><br>Identify a broader range of fallacies (slippery slope, straw man, circular reasoning) and discuss their impact on the text's persuasiveness. Consider contextual factors (audience, purpose) to judge how effectively—or deceptively—an argument might be constructed. | CCSS.ELA-LITERACY.RI.11-12.9<br>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. 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.Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. 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. | Examine major early American texts, noting key ideas (e.g., freedom, governance) and rhetorical elements.<br><br>Gain historical context, connecting each document's purpose and style to its period. | Examine major early American texts, noting key ideas (e.g., freedom, governance) and rhetorical elements.<br><br>Gain historical context, connecting each document's purpose and style to its period. |
| WRITING | CCSS.ELA-LITERACY.W.9-10.1<br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br><br>CCSS.ELA-LITERACY.W.9-10.1.A<br>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.<br><br>CCSS.ELA-LITERACY.W.9-10.1.B<br>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner | Introduce clear claim(s) and counterclaims with basic supporting evidence.<br><br>Organize arguments in a straightforward manner, ensuring each reason or piece of evidence connects logically.<br><br>Respond briefly to opposing viewpoints. | Craft more nuanced or multifaceted claims, acknowledging counterarguments or differing perspectives.<br><br>Integrate evidence seamlessly, addressing potential rebuttals more thoroughly.<br><br>Evaluate the credibility of sources, building a stronger, more cohesive argument. | CCSS.ELA-LITERACY.W.11-12.1<br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br><br>CCSS.ELA-LITERACY.W.11-12.1.A<br>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.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.<br><br>CCSS.ELA-LITERACY.W.11-12.1.B<br>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 | Examine academic-level topics or texts (e.g., historical controversies, literary works), formulating a clear, arguable thesis.<br><br>Link evidence to claims with clear reasoning, checking for obvious logical fallacies. | Tackle multifaceted or contested issues, presenting layered arguments with thorough evidence.<br><br>Address counter-arguments in depth, synthesizing multiple sources and perspectives for a sophisticated argumentative stance.<br><br>Deliver arguments with academic rigor, employing formal diction, precise logic, and carefully vetted sources. |

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| | that anticipates the audience's knowledge level and concerns.<br><br>CCSS.ELA-LITERACY.W.9-10.1.C<br>Use words, phrases, and clauses 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.Use words, phrases, and clauses 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.<br><br>CCSS.ELA-LITERACY.W.9-10.1.D<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br><br>CCSS.ELA-LITERACY.W.9-10.1.E<br>Provide a concluding statement or section that follows from and supports the argument presented.Provide a concluding statement or section that follows from and supports the argument presented. | | | biases.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.<br><br>CCSS.ELA-LITERACY.W.11-12.1.C<br>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.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.<br><br>CCSS.ELA-LITERACY.W.11-12.1.D<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br><br>CCSS.ELA-LITERACY.W.11-12.1.E<br>Provide a concluding statement or section that follows from and supports the argument presented.Provide a concluding statement or section that follows from and supports the argument presented. | | |
| | CCSS.ELA-LITERACY.W.9-10.2<br>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.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.<br><br>CCSS.ELA-LITERACY.W.9-10.2.A<br>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to | Introduce a topic clearly and arrange ideas in a logical structure (e.g., headings, sections).<br><br>Incorporate basic visuals (charts, images) to support comprehension.<br><br>Include sufficient evidence (facts, quotes, details) to explain the topic, aiming for clarity. | Organize complex ideas into more nuanced structures (e.g., compare-contrast sections, layered subsections).<br><br>Integrate multimedia or formatted elements more strategically (graphs, tables) to illuminate complexities.<br><br>Evaluate the quality of their sources and ensure each piece of evidence truly elaborates or refines the main topic.<br><br>Anticipate audience needs, providing extended definitions or context for more sophisticated concepts. | CCSS.ELA-LITERACY.W.11-12.2<br>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.<br><br>CCSS.ELA-LITERACY.W.11-12.2.A<br>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, | Introduce topics more strategically, using headings/graphics when helpful for clarity.<br><br>Ensure organizational patterns support comprehension of complex ideas or data.<br><br>Research relevant, reliable facts or examples, focusing on selecting the most pertinent information for an 11th-grade audience. | Refine structure anticipating reader questions and weaving visuals or multimedia to enhance clarity for complex subjects.<br><br>Evaluate depth vs. breadth of information, prioritizing the most significant evidence and examples to convey nuanced arguments or explanations.<br><br>Craft transitions that underscore logical and rhetorical connections, reflecting a higher level of organizational subtlety. |

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| | aiding comprehension.and multimedia when useful to aiding comprehension.<br><br>CCSS.ELA-LITERACY.W.9-10.2.B<br>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br><br>CCSS.ELA-LITERACY.W.9-10.2.C<br>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br><br>CCSS.ELA-LITERACY.W.9-10.2.D<br>Use precise language and domain-specific vocabulary to manage the complexity of the topic.Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br><br>CCSS.ELA-LITERACY.W.9-10.2.E<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br><br>CCSS.ELA-LITERACY.W.9-10.2.F<br>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).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). | Select details that directly relate to readers' prior knowledge.<br><br>Practice linking major sections with clear transitional phrases or sentences. Ensure each new idea flows logically, avoiding choppy progression.<br><br>Begin to incorporate subject-specific terms accurately.<br><br>Avoid vague wording and demonstrating basic clarity in topic-related vocabulary.<br><br>Adopt a neutral or academic tone, mostly avoiding slang and personal anecdotes. Match disciplinary norms (e.g., science lab report vs. historical essay).<br><br>Provide a simple but relevant conclusion that reiterates main points. | Use rhetorically purposeful transitions (e.g., "In contrast," "Furthermore," "Given this context") that connect ideas on a deeper level.<br><br>Maintain cohesive argumentation or exposition through strategic linking of paragraphs.<br><br>Choose language that precisely captures complex or abstract concepts; e.g., specialized scientific terms or academic jargon.<br><br>Address connotations or subtleties within that vocabulary when necessary, refining clarity for the reader.<br><br>Keep a consistent formal style throughout, even with challenging or lengthy texts.<br><br>Demonstrate awareness of audience expectations (e.g., a research paper vs. a scholarly article summary) and maintain objective tone.<br><br>Conclusions go beyond simple restatement—often reflecting on the broader impact or implications of the topic.<br><br>Offer forward-looking statements (next steps, unanswered questions) or articulate the topic's significance more explicitly. | tables), and multimedia when useful to aiding comprehension.multimedia when useful to aiding comprehension.<br><br>CCSS.ELA-LITERACY.W.11-12.2.B<br>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.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.<br><br>CCSS.ELA-LITERACY.W.11-12.2.C<br>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.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.<br><br>CCSS.ELA-LITERACY.W.11-12.2.D<br>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.<br><br>CCSS.ELA-LITERACY.W.11-12.2.E<br>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br><br>CCSS.ELA-LITERACY.W.11-12.2.F<br>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).Provide a concluding statement or section that follows from and supports the information or explanation | Align extended definitions and concrete details with more advanced academic expectations.<br><br>Employ varied, sophisticated transitions that maintain cohesion and signal relationships among detailed or abstract concepts.<br><br>Ese discipline-specific terms accurately (science, history, literary analysis), ensuring that language remains clear and purposeful.<br><br>Maintain an academic register throughout, avoiding casual or overly subjective language in expository writing.<br><br>Provide a thoughtful concluding section that clarifies the significance or implications of their topic. | Demonstrate mastery of specialized language, using terminology to illuminate rather than obscure meaning, and occasionally defining or unpacking terms for varied audiences.<br><br>Adapt style to align with collegiate or professional standards, ensuring consistent objectivity and polish in both tone and presentation.<br><br>In conclusions, synthesize the analysis—frequently articulating broader implications, future directions, or unresolved questions. |

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| | | | | presented (e.g., articulating implications or the significance of the topic). | | |
| | CCSS.ELA-LITERACY.W.9-10.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | Identify the task, purpose, and intended audience.<br>Organize ideas clearly and logically.<br>Develop ideas using relevant supporting details.<br>Use an appropriate tone and level of formality.<br>Maintain focus and follow the required writing structure.<br>Revise unclear or poorly organized sections.<br><br>Make deliberate organizational and stylistic choices.<br>Adapt structure to different purposes and genres.<br>Develop ideas thoroughly and coherently.<br>Maintain a consistent academic style.<br>Adjust tone, diction, and detail for a specific audience.<br>Strengthen unity and cohesion across paragraphs.<br>Revise writing to improve clarity, precision, and impact. | | | |
| | CCSS.ELA-LITERACY.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.: 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. | Evaluate drafts, identifying where to add stronger evidence or improve organization.<br>Revise for clarity, style, and argumentation in line with audience and purpose. | Evaluate the strengths and weaknesses of their drafts—deciding where to focus revision efforts (e.g., adding stronger evidence, improving flow).<br><br>Refine voice, style, and argumentation to precisely meet audience and purpose.<br>Rewrite to significantly enhance organization, clarity, or impact, demonstrating agency over their revision choices. | CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Ensure that tone and structure align with assigned writing forms (argument, analysis, narrative).<br><br>Refine writing to remove major organizational or stylistic inconsistencies that might confuse the reader. | Adapt organizational patterns, level of formality, and stylistic choices to varied contexts—scholarly essays, technical reports, public presentations.<br><br>Demonstrate consistency and sophistication, exhibiting a professional or collegiate standard of clarity, coherence, and rhetorical effect. |
| | CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | Draft, format, and share documents online (classroom platforms).<br><br>Include hyperlinks or simple embedded media (charts, images) to enhance clarity. | Leverage advanced features (interactive elements, multi-author revision, embedded videos) to enrich content.<br><br>Demonstrate responsible digital citizenship, citing online sources correctly and maintaining version control when updating writing products. | CCSS.ELA-LITERACY.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Implement teacher/peer feedback, refining content organization, clarity, and style in multiple drafts.<br><br>Concentrate on major issues (e.g., coherence, argument support) before fine-tuning grammar and mechanics. | Self-evaluate effectively, identifying purposeful revision goals (e.g., adjusting audience appeals, removing weak evidence).<br><br>Restructure entire sections or attempt different rhetorical approaches if it better serves the work's purpose or audience.<br><br>Polish final drafts to a standard that could stand up to collegiate or professional scrutiny. |

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| | CCSS.ELA-LITERACY.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.: 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. | Propose original questions or refine teacher-provided topics, demonstrating autonomy in shaping their inquiry.<br>Analyze and synthesize multiple perspectives, citing both primary and secondary sources.<br><br>Reflect deeper understanding, incorporating a range of viewpoints and more detailed exploration of the subject. | Propose original questions or refine teacher-provided topics, demonstrating autonomy in shaping their inquiry.<br>Analyze and synthesize multiple perspectives, citing both primary and secondary sources.<br><br>Reflect deeper understanding, incorporating a range of viewpoints and more detailed exploration of the subject. | CCSS.ELA-LITERACY.W.11-12.6: 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. | Produce polished digital documents/presentations, customizing features (design, interactive media) to the intended audience.<br><br>Manage collaborative feedback, integrating new arguments or research seamlessly.<br><br>Maintain professionalism in format, citations, and version control. | Produce polished digital documents or presentations, customizing features (e.g., design elements, interactive media) to best serve their specific audience or purpose.<br><br>Effectively manage collaborative feedback from peers, mentors, or external sources—integrating substantive new arguments or research seamlessly.<br><br>Demonstrate independent skill in navigating multiple platforms or tools, updating and refining own work over time to reflect evolving insights, and maintaining a professional format. |
| | CCSS.ELA-LITERACY.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | Refine keyword strategies and evaluate the reliability and bias of various digital and print sources.<br><br>Compare multiple sources, discarding weaker or tangential material and focusing on those most relevant to their specific research angle.<br><br>Embed evidence with smooth transitions, maintaining the narrative flow and consistently following a standard format (including footnotes, bibliographies). | Refine keyword strategies and evaluate the reliability and bias of various digital and print sources.<br><br>Compare multiple sources, discarding weaker or tangential material and focusing on those most relevant to their specific research angle.<br><br>Embed evidence with smooth transitions, maintaining the narrative flow and consistently following a standard format (including footnotes, bibliographies). | CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Design sophisticated research questions, refining or pivoting as new information emerges.<br><br>Evaluate whether a project requires a broader lens or a more focused case study for deeper insight.<br>Critically analyze and synthesize perspectives, weighing each source's credibility and relevance. | Design sophisticated research questions—often building on prior knowledge or identifying gaps in existing scholarship. Refine or pivot their inquiries as new information emerges.<br><br>Independently evaluate whether a project needs a broader lens (additional subtopics or contexts) or a narrower focus (a specific case study) to gain deeper insights.<br><br>Critically analyze and synthesize multiple perspectives, weighing each source's credibility and relevance.<br>Exhibit a nuanced understanding of how sources interact (e.g., corroboration, contradiction, complementary insights).<br>Showcase an expert-level approach to research—combining strong organizational structure, thorough evidence, and original insight or solutions to the posed question. |
| | CCSS.ELA-LITERACY.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | Engage in sophisticated commentary, exploring how excerpts connect to broader arguments or themes.<br><br>Evaluate the nuances in a text (tone, style, structure) and discuss how these details support their analysis or stance.<br><br>Incorporate multiple excerpts from various literary or informational texts to craft well-rounded, evidence-based discussions. | CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | Employ complex search strategies (specialized databases, advanced filters).<br><br>Thoroughly evaluate each source's credibility, identifying biases or gaps.<br><br>Synthesize information fluidly, ensuring the discussion remains | Refine complex search strategies, using specialized academic databases to locate the most authoritative and focused sources.<br><br>Thoroughly evaluate each source's credibility, identifying potential biases, gaps, or strengths relative to their specific research questions.<br><br>Synthesize information into own writing fluidly, ensuring the discussion |

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| | | | | | original while acknowledging diverse perspectives.<br><br>Use MLA style consistently with minimal guidance. | remains their own while integrating diverse perspectives paying careful attention to transitions, preserving the paper's overall flow.<br><br>Use MLA 9th edition citation standards, ensuring each source is properly credited and systematically cross-referenced, with minimal teacher intervention.<br><br>Show mature restraint in blending multiple sources to form a robust argument or exposition, demonstrating an advanced understanding of how to incorporate voices while maintaining authorial control. |
| | | | | CCSS.ELA-LITERACY.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | Choose evidence with greater discrimination, ensuring each piece directly and deeply supports their claims, arguments, or research objectives.<br><br>Offer critical interpretation of how evidence illuminates broader themes, context, or argumentative points—often discussing multiple viewpoints or layers of meaning.<br><br>Reflect on how each piece of evidence advances their discussion in nuanced ways (e.g., historical, cultural, philosophical lenses), linking sources together for a cohesive and robust analysis. | Choose evidence with greater discrimination, ensuring each piece directly and deeply supports their claims, arguments, or research objectives.<br><br>Offer critical interpretation of how evidence illuminates broader themes, context, or argumentative points—often discussing multiple viewpoints or layers of meaning.<br><br>Reflect on how each piece of evidence advances their discussion in nuanced ways (e.g., historical, cultural, philosophical lenses), linking sources together for a cohesive and robust analysis. |
| SPEAKING AND LIATENING | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br>1.a<br><br>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other | Come to discussions with basic research on the topic.<br><br>Refer to key passages or straightforward facts from the material to support points.<br><br>Work with peers to set simple norms (turn-taking, listening actively) and agree on goals/deadlines.<br><br>Start identifying individual tasks as needed (e.g., note-taker, timekeeper). | Conduct more thorough research, using a wider range of sources.<br><br>Cite specific evidence more purposefully to move the discussion forward.<br><br>Refine group rules (e.g., deciding on consensus vs. voting) for more effective collaboration.<br><br>Begin taking on or assigning leadership roles (facilitator, mediator) to support decision-making.<br><br>Pose questions that probe deeper into the topic's complexity and actively invite quieter members to contribute. | CCSS.ELA-Literacy.SL.11-12.1<br>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.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.<br>CCSS.ELA-Literacy.SL.11-12.1.a<br>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and | Arrive with thorough research on advanced texts/issues, citing multiple sources.<br><br>Connect evidence directly to discussion points, prompting more reflective exchanges.<br><br>Practice clear goal-setting and respectful protocols (e.g., deciding on consensus vs. majority vote).<br><br>Rotate or assign roles (facilitator, note-taker) to keep discussions balanced and on-track.<br>Ask questions that challenge reasoning; respond by clarifying or expanding others' points. | Conduct multi-layered research (scholarly articles, primary sources), using evidence strategically to foster complex dialogue.<br><br>Reference broader contexts (historical, cultural) for deeper insight.<br><br>Lead or moderate sophisticated group interactions, navigating conflicting stances while maintaining civility.<br><br>Delegate nuanced roles (e.g., devil's advocate, summarizer) to refine the decision-making process.<br>Pose higher-order questions that link ideas across disciplines or reflect real-world applications. |

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| | research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>1.b<br><br>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.<br><br>current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.<br>1.d<br><br>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | Ask clarifying or follow-up questions and respond to peers' contributions, ensuring each participant is heard.<br><br>Make basic connections between current discussion points and bigger themes or contexts.<br><br>Summarize points of agreement and disagreement. If new evidence emerges, adjust or justify personal views accordingly. | Show ability to connect ideas to real-world examples or broader implications.<br><br>Offer more nuanced summaries of agreements/disagreements and clarify misunderstandings.<br><br>Qualify or refine personal stances in light of contradictory viewpoints or new information. | other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.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.<br>CCSS.ELA-Literacy.SL.11-12.1.b<br>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br>CCSS.ELA-Literacy.SL.11-12.1.c<br>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.issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.<br>CCSS.ELA-Literacy.SL.11-12.1.d<br>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.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. | Ensure a range of viewpoints is heard—encourage quieter voices, validate differing opinions.<br><br>Summarize and synthesize key arguments or data, attempting to resolve contradictions.<br><br>Identify gaps where additional research or information might be needed to deepen understanding. | Challenge or validate conclusions with evidence-based reasoning, ensuring creative/divergent perspectives are explored.<br><br>Synthesize complex viewpoints, highlighting subtle relationships among claims.<br><br>Decide if further investigation is warranted, formulating an action plan for ongoing inquiry. |
| | CCSS.ELA-LITERACY.SL.9-10.2<br>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, | Bring in simple forms of data (articles, short videos) to support discussions or presentations.<br><br>Check basic reliability (e.g., author, date) to ensure | Use a broader range of media (graphs, interviews, blogs) and consider their credibility.<br><br>Start comparing information from different sources, noting slight variations in facts or perspectives. | CCSS.ELA-LITERACY.SL.11-12.2<br>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.Integrate multiple sources of | Gather varied sources (graphs, expert interviews, articles) and compare data points.<br><br>Consider basic credibility factors (author expertise, publication venue, potential bias). | Curate multi-format sources (scholarly journals, infographics, specialized databases), identifying subtle discrepancies or biases.<br><br>Weigh each source's methodology or reliability in context; integrate them |

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| | orally) evaluating the credibility and accuracy of each source. | sources aren't obviously biased or outdated. | | 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. | | seamlessly to inform decision-making or solve complex problems. |
| | CCSS.ELA-LITERACY.SL.9-10.3<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Listen for the speaker's central argument and supporting evidence.<br><br>Recognize simple fallacies (like personal attacks or unsubstantiated claims). | Assess how and why the speaker's reasoning might be weak or strong.<br><br>Identify subtler rhetorical devices or more nuanced flaws (e.g., hasty generalizations). | CCSS.ELA-LITERACY.SL.11-12.3<br>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.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. | Identify the key elements (claim, evidence, rhetorical devices) and assess how effectively they support the speaker's argument.<br><br>Recognize common fallacies, noting areas where logic or data may be weak or exaggerated. | Conduct a deeper critique of the speaker's stance, analyzing how language choices (diction, figurative language) shape audience perception.<br><br>Evaluate complex rhetorical strategies (parallelism, extended metaphors) and cultural/historical contexts that influence or color the speaker's point of view. |
| | CCSS.ELA-LITERACY.SL.9-10.4<br>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.style are appropriate to purpose, audience, and task. | Develop a basic outline (intro, body, conclusion) to communicate main ideas.<br><br>Maintain eye contact, clear pacing, and consistent volume. | Use transitions or signposting language ("Firstly…," "Furthermore…") to help listeners track the argument.<br><br>Adjust style or tone based on purpose (e.g., persuasive vs. informative presentations). | CCSS.ELA-LITERACY.SL.11-12.4<br>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.addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | Develop organized presentations with a clear viewpoint, referencing evidence to ground the argument. Acknowledge opposing stances briefly, offering a basic counterargument or rebuttal. | Deliver polished, cohesive presentations, fully integrating counterarguments and refining the line of reasoning to accommodate or refute alternate perspectives.<br><br>Adapt substance and style to fit the task's formality (academic research defense, professional pitch, public forum). |
| | CCSS.ELA-LITERACY.SL.9-10.5<br>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.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. | Incorporate simple visuals (slides with images/charts) to reinforce main points.<br><br>Avoid excessive text or distracting elements in slides. | Experiment with different formats (e.g., short video clips, infographics) to clarify or support evidence.<br><br>Ensure the media aligns well with the presentation's purpose and audience interests. | CCSS.ELA-LITERACY.SL.11-12.5<br>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.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. | Integrate diverse media (e.g., slides with charts, short videos) in a way that clearly illustrates key points.<br><br>Ensure design elements are cohesive and do not overshadow the main message. | Leverage advanced or interactive media (interactive data visualizations, audience polls, multimedia montages) to deepen audience engagement and clarity.<br><br>Tailor digital elements precisely to audience and purpose, ensuring they amplify rather than distract from the core argument. |
| | CCSS.ELA-LITERACY.SL.9-10.6<br>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Adapt speech to a variety of contexts and tasks, | Practice differentiating between formal (class presentation) and informal (peer discussion) registers. | Make deliberate choices about style and formality (e.g., a more formal tone in a debate setting).<br><br>Recognize cultural or situational nuances—show respect for diverse topics and audiences. | CCSS.ELA-LITERACY.SL.11-12.6<br>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Adapt speech to a variety of contexts and tasks, | Display flexible tone and language, shifting from formal to semi-formal settings effectively (e.g., class debate vs. group discussion). | Exhibit expert-level adaptability, adjusting register, pacing, and style to diverse contexts (e.g., conferences, interviews, large-scale public addresses). |

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| | demonstrating command of formal English when indicated or appropriate. | Aim for standard English conventions, with some leeway for minor slips. | | demonstrating a command of formal English when indicated or appropriate. | Maintain polished grammar and syntax in formal presentations, with minor lapses acceptable. | Maintain consistent use of standard English in professional or academic settings, employing rhetorical nuance (e.g., strategic repetition, parallel structure) as appropriate. |
| LANGUAGE | CCSS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>CCSS.ELA-LITERACY.L.9-10.1.A<br>Use parallel structure.*Use parallel structure.*<br><br>CCSS.ELA-LITERACY.L.9-10.1.B<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | Maintain correct singular/plural forms and verb tenses.<br><br>Use pronouns clearly, avoiding ambiguity.<br><br>Identify and fix fragments and run-ons. | Refine sentence variety (complex, compound-complex) while sustaining clarity.<br><br>Use grammar strategically in both formal and informal writing, matching conventions to purpose and audience. | CCSS.ELA-LITERACY.L.11-12.1<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>CCSS.ELA-LITERACY.L.11-12.1.A<br>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br><br>CCSS.ELA-LITERACY.L.11-12.1.B<br>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.) as needed. | Ensure accurate subject-verb agreement, pronoun clarity, and correct verb tense usage in increasingly complex sentences.<br><br>Use varied sentence structures (compound-complex, parallel constructions) to enhance clarity and maintain formality or a chosen style.<br><br>Revise drafts to minimize run-ons, fragments, or awkward phrasing—focusing on coherence and readability. | Manipulate syntax (e.g., deliberate fragments for stylistic effect in creative writing) while maintaining appropriateness in formal contexts.<br><br>Balance advanced structures (e.g., multiple embedded clauses) without losing clarity or correctness.<br><br>Demonstrate near editorial-level proficiency, ensuring correctness in different contexts (professional emails, academic essays, oral presentations). |
| | | | | CCSS.ELA-LITERACY.L.11-12.2<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Observe hyphenation conventions.<br>b. Spell correctly. | | Apply capitalization, punctuation, hyphenation, and spelling with consistent editorial accuracy.<br><br>Use hyphenation conventions accurately in complex, technical, and discipline-specific writing.<br><br>Edit independently for mechanical correctness and consistency.<br><br>Apply conventions appropriately across analytical, argumentative, research, and formal writing tasks.<br><br>Consult authoritative references to resolve uncertain or contested conventions.<br><br>Use mechanics purposefully to improve clarity, precision, fluency, and readability. |
| | CCSS.ELA-LITERACY.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, | Master capitalizing proper nouns, titles, and | | CCSS.ELA-LITERACY.L.11-12.3<br>Apply knowledge of language to understand how | Adapt tone and language level depending on audience and setting | Systematically craft style (word choice, pacing, structure) to achieve specific |

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| | punctuation, and spelling when writing.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>CCSS.ELA-LITERACY.L.9-10.2.A<br>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.<br><br>CCSS.ELA-LITERACY.L.9-10.2.B<br>Use a colon to introduce a list or quotation.Use a colon to introduce a list or quotation.<br><br>CCSS.ELA-LITERACY.L.9-10.2.C<br>Spell correctly.Spell correctly. | beginnings of sentences consistently.<br><br>Apply periods, commas, and question marks correctly, while recognizing the role of punctuation in clarifying meaning.<br><br>Develop strategies (dictionary use, spelling rules) to produce error-free writing on common words. | | language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.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.<br><br>CCSS.ELA-LITERACY.L.11-12.3.A<br>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.) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | (e.g., formal essay vs. informal debate).<br><br>Experiment with diction, sentence variety, and rhetorical devices, linking these choices to the text's purpose or audience.<br><br>Note how language signals tone, viewpoint, or intent in speeches or articles—practicing interpretive listening and reading skills. | rhetorical effects—persuasion, emphasis, or narrative voice.<br><br>Consider cultural and situational factors (e.g., code-switching in different discourse communities) and adjust language accordingly for maximum clarity or impact.<br><br>Analyze how an author or speaker's language aligns with or challenges audience expectations, revealing deeper motives or themes in advanced texts. |
| | CCSS.ELA-LITERACY.L.9-10.3: 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.: 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.<br><br>CCSS.ELA-LITERACY.L.9-10.3.A<br>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.) appropriate for the discipline and writing type. | Note how language shifts in formality (e.g., academic essay vs. casual conversation).<br><br>Experiment with language techniques (e.g., rhetorical questions, varied sentence lengths) to suit audience and purpose in simpler writing tasks.<br><br>Listen for tone and linguistic cues (pace, repetition) in speeches or discussions, noting how these shape meaning. | Evaluate context—audience, medium, cultural background—and adjust style, diction, or structure to enhance impact.<br><br>Implement sophisticated rhetorical strategies (parallelism, antithesis) and reflect on how these choices reinforce or clarify intended messages.<br><br>Analyze how others (authors/speakers) tailor language for effect, becoming more adept at critical reading and listening across diverse scenarios. | CCSS.ELA-LITERACY.L.11-12.4<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies., choosing flexibly from a range of strategies.<br><br>CCSS.ELA-LITERACY.L.11-12.4.A<br>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.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.<br><br>CCSS.ELA-LITERACY.L.11-12.4.B<br>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).).<br><br>CCSS.ELA-LITERACY.L.11-12.4.C<br>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. part of speech, its etymology, or its standard usage.<br><br>CCSS.ELA-LITERACY.L.11-12.4.D<br>Verify the preliminary determination of the meaning of | Employ context clues, morphology, and external resources to interpret specialized or layered terms, considering rhetorical context (tone, purpose, audience). | Strategically blend context clues, morphological insights, and external resources—selecting the best approach for the specific reading task or discipline.<br><br>Consider rhetorical context (tone, author's purpose, audience) to discern the precise meaning of complex or specialized terms with layered definitions.<br><br>Demonstrate self-sufficiency in clarifying intricate vocabulary, analyzing how particular word choices enhance or alter the text's overall argument or style. |

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| | | | | a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).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). | | |
| | CCSS.ELA-LITERACY.L.9-10.4<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies., choosing flexibly from a range of strategies.<br><br>CCSS.ELA-LITERACY.L.9-10.4.A<br>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.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.<br><br>CCSS.ELA-LITERACY.L.9-10.4.B<br>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).).<br><br>CCSS.ELA-LITERACY.L.9-10.4.C<br>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, or its etymology. part of speech, or its etymology.<br><br>CCSS.ELA-LITERACY.L.9-10.4.D<br>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).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). | Use context and word-analysis strategies to interpret unfamiliar terms (academic, technical).<br>Consult dictionaries or glossaries to confirm or refine word meanings, parts of speech, or etymology.<br><br>Verify inferred definitions by cross-checking in a dictionary. | Use context and word-analysis strategies to interpret unfamiliar terms (academic, technical).<br>Consult dictionaries or glossaries to confirm or refine word meanings, parts of speech, or etymology.<br><br>Verify inferred definitions by cross-checking in a dictionary. | CCSS.ELA-LITERACY.L.11-12.5<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>CCSS.ELA-LITERACY.L.11-12.5.A<br>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.<br><br>CCSS.ELA-LITERACY.L.11-12.5.B<br>Analyze nuances in the meaning of words with similar denotations.Analyze nuances in the meaning of words with similar denotations. | Interpret extended or complex metaphors, personification, and hyperbole, discussing how these devices shape tone or argument.<br><br>Explore subtle differences among synonyms or related terms, noting how connotation can shift meaning or emotional impact.<br><br>Practice employing words in contexts that reflect their finer shades of meaning (e.g., “sarcasm” vs. “irony”), especially in analytical writing. | Dissect figurative language that operates on multiple levels (symbolic, thematic, cultural), demonstrating deep literary or rhetorical insight.<br><br>Investigate how word choice intersects with historical or cultural connotations, understanding the potential for multiple interpretations.<br><br>Select exact language to convey complex ideas, demonstrating a mature command of diction that accounts for emotional and intellectual resonance. |
| | CCSS.ELA-LITERACY.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Analyze why specific figurative devices are used and how they shape tone or theme.<br>Explore subtle distinctions (e.g., shades of meaning among near-synonyms) and how these choices influence interpretation. | Analyze why specific figurative devices are used and how they shape tone or theme.<br><br>Explore subtle distinctions (e.g., shades of meaning among near-synonyms) and how these choices influence interpretation. | CCSS.ELA-LITERACY.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Build on a broad range of high-frequency academic terms (e.g., “analyze,” “synthesize”) and subject-focused terminology.<br><br>Use digital and print resources (e.g., online databases, discipline-specific glossaries) to clarify unfamiliar words. | Actively curate terms—academic, technical, or idiomatic—for formal projects (research papers) and professional communication.<br><br>Identify gaps in own vocabulary, seeking out precise or sophisticated words to express nuanced ideas and arguments. |

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| | CCSS.ELA-LITERACY.L.9-10.5.A<br>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.<br><br>CCSS.ELA-LITERACY.L.9-10.5.B<br>Analyze nuances in the meaning of words with similar denotations.Analyze nuances in the meaning of words with similar denotations. | | | | Appropriately integrate newly learned vocabulary in writing and discussions, ensuring correct usage for clarity. | Language use reflects near-adult competence—accurately applying specialized terminology across diverse contexts, from scholarly debates to multimedia presentations. |
| | CCSS.ELA-LITERACY.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Seek new vocabulary in varied contexts (literature, technical texts, media) to refine comprehension.<br><br>Select and apply academic or specialized terms with increasing precision—adapting to audience, formality level, and communicative goals. | Seek new vocabulary in varied contexts (literature, technical texts, media) to refine comprehension.<br><br>Select and apply academic or specialized terms with increasing precision—adapting to audience, formality level, and communicative goals. | | | |
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