

Diocese of Venice
Curricular Standards:
English Language Arts (ELA)

*Middle School and High School
Grades 6-12*



Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Diocese Of Venice Catholic School Standards For English Language Arts (ELA)



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts			
			LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
			LA.K8.IF.2	Share how literature can contribute to strengthening one’s moral character.
			LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
			LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
			LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
			LA.K8.IF.6	Identify the causes underlying why people do the things they do.
			LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
			LA.K8.IF.8	Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
			LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
			LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
			LA.K8.IF.11	Share how literature ignites the creative imagination.
			LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
			LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

Middle School ELA

ELA 6th Grade

LA.6.LA	Language Arts: Grade 6: Language			
		LA.6.LA.1	Conventions of Standard English	
				LA.6.LA.1.1
				LA.6.LA.1.2
				LA.6.LA.1.3
		LA.6.LA.2	Knowledge of Language	
				LA.6.LA.2.1
				LA.6.LA.2.2
		LA.6.LA.3	Vocabulary	
				LA.6.LA.3.1
				LA.6.LA.3.2
				LA.6.LA.3.3
				LA.6.LA.3.4
				LA.6.LA.3.5
				LA.6.LA.3.6
				LA.6.LA.3.7
				LA.6.LA.3.8

LA.6.W	Language Arts: Grade 6: Writing			
		LA.6.W.1	Text Types and Purposes	
				LA.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s) and organize the reasons and evidence clearly; Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; Establish and maintain a formal style; Provide a concluding statement or section that follows from the argument presented.
				LA.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; Including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; Use appropriate transitions to clarify the relationships among ideas and concepts; Use precise language and domain-specific vocabulary to inform or explain a topic; Establish and maintain a formal style; Provide a concluding statement or section that follows from the information or explanation presented.
				LA.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; Engage and orient the reader by establishing a context, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; Use precise words and phrases, relevant descriptive details, and sensory language to convey experience and events; Provide a conclusion that follows from the narrated experiences or events.
		LA.6.W.2	Production and Distribution of Writing	
				LA.6.W.2.1 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
				LA.6.W.2.2 Produce texts that explore a variety of cultures and perspectives.
				LA.6.W.2.3 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

				LA.6.W.2.4	Use technology to produce and publish writing as well as to interact and collaborate with others.
		LA.6.W.3	Research to Build and Present Writing		
				LA.6.W.3.1	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
				LA.6.W.3.2	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources (Modern Language Association format).
				LA.6.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research.
				LA.6.W.3.4	Compare and contrast texts in different forms or genres in terms of their approaches to similar topics or themes.
				LA.6.W.3.5	Trace and evaluate the argument and specific claims in a nonfiction text, distinguishing claims that are supported from claims that are not.
		LA.6.W.4	Range of Writing		
				LA.6.W.4.1	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (single sitting) for a range of tasks, purposes, and audiences.
		LA.6.W.5	Responding to Literature		
				LA.6.W.5.1	Create and present a text or artwork in response to a literary work.
				LA.6.W.5.2	Develop a perspective or theme supported by relevant details. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
LA.6.SL	Language Arts: Grade 6: Speaking and Listening				
		LA.6.SL.1	Comprehension and Collaboration		
				LA.6.SL.1.1	Engage effectively in a range of collaborative discussions building on others' ideas while clearly expressing their own.
				LA.6.SL.1.2	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.
				LA.6.SL.1.3	Follow rules for congenial discussions, set specific goals and deadlines, and define individual roles as needed.
				LA.6.SL.1.4	Pose and respond to specific questions with elaborations and detail by making comments that contribute to the topic, text, or issue under discussion.
				LA.6.SL.1.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection or paraphrasing.

				LA.6.SL.1.6	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study
				LA.6.SL.1.7	Use experience and knowledge of language and logic, as well as background information, to think analytically, address problems creatively, and advocate persuasively
				LA.6.SL.1.8	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
		LA.6.SL.2	Presentation of Knowledge and Ideas		
				LA.6.SL.2.1	Present claims and findings by sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
				LA.6.SL.2.2	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
				LA.6.SL.2.3	Adapt speech in a variety of contexts and tasks, demonstrating command of formal English when appropriate.
LA.6.L	Language Arts: Grade 6: Literature				
		LA.6.L.1	Key Ideas and Details		
				LA.6.L.1.1	Cite textual evidence to support an analysis of a text.
				LA.6.L.1.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
				LA.6.L.1.3	Describe how a text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.
		LA.6.L.2	Craft and Structure		
				LA.6.L.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
				LA.6.L.2.2	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
				LA.6.L.2.3	Explain how an author's geographic location or culture affects his or her perspective.
		LA.6.L.3	Integration of Knowledge and Ideas		
				LA.6.L.3.1	Compare and contrast the experience of reading a story, play, or poem to listening to or viewing an audio, video, or live version of the text.

				LA.6.L.3.2	Compare and contrast texts in different genres.
		LA.6.L.4	Range of Reading		
				LA.6.L.4.1	Read 6th grade level texts silently and orally with fluency and accuracy
		LA.6.L.5	Responding to Literature		
				LA.6.L.5.1	Recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.
				LA.6.L.5.2	Use established criteria to classify, select, and evaluate texts to make informal judgments about the quality of a text.
LA.6.IT	Language Arts: Grade 6: Informational and Non-Fiction Text				
		LA.6.IT.1	Key Ideas and Details		
				LA.6.IT.1.1	Cite textual evidence to support an analysis of a text.
				LA.6.IT.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
				LA.6.IT.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
		LA.6.IT.2	Craft and Structure		
				LA.6.IT.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
				LA.6.IT.2.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
				LA.6.IT.2.3	Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.
		LA.6.IT.3	Integration of Knowledge and Ideas		
				LA.6.IT.3.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence and those that are not.
				LA.6.IT.3.2	Compare and contrast one author's presentation of events with that of another.
				LA.6.IT.3.3	Use experience and knowledge of language and logic, to think analytically, address problems creatively, and advocate persuasively.
				LA.6.IT.3.4	Read and comprehend literary nonfiction texts.
ELA 7th Grade					
LA.7.LA	Language Arts: Grade 7: Language				
		LA.7.LA.1	Conventions of Standard English		

				LA.7.LA.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially; Simple, compound, complex, and compound-complex sentences; Active and passive voice; Prepositional phrases; Dependent and independent clauses
				LA.7.LA.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, especially: comma, ellipses, and dash; Setting off titles
		LA.7.LA.2	Knowledge of Language		
				LA.7.LA.2.1	Select language that conveys meaning precisely and concisely, eliminating wordiness and redundancy
		LA.7.LA.3	Vocabulary		
				LA.7.LA.3.1	Determine or clarify the meaning of words or phrases, choosing appropriate strategies, such as: context clues, Greek or Latin affixes, and roots; Reference materials
				LA.7.LA.3.2	Demonstrate understanding of figurative language and literary devices, such as: simile, metaphor, symbol, alliteration, personification, etc.
				LA.7.LA.3.3	Acquire and use grade appropriate words and phrases
LA.7.W Language Arts: Grade 7: Writing					
		LA.7.W.1	Text Types and Purposes		
				LA.7.W.1.1	Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s), acknowledge alternate claims, and organize evidence logically; Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the argument presented.
				LA.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content; Introduce a topic clearly, previewing what is to follow and organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension; Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; Use precise language and domain specific vocabulary

					to explain the topic; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the information or explanation presented.
				LA.7.W.1.3	Write narratives using effective technique, relevant descriptive details, and well structured plot sequences; Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters organize and sequence events to unfold naturally and logically; Use narrative techniques, such as dialogue, pacing, and description, to develop events and/or characters; Use a variety of transition words, phrases, and clauses to convey sequence and show the relationships among events; Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; Provide a conclusion that follows from and reflects on the narrated experiences or events
		LA.7.W.2	Production and Distribution of Writing		
				LA.7.W.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
				LA.7.W.2.2	Develop and strengthen writing as needed by planning, revising, editing, and rewriting, focusing on how well purpose and audience have been addressed.
				LA.7.W.2.3	Use technology to produce and publish writing as well as to interact and collaborate with others.
		LA.7.W.3	Research to Build and Present Writing		
				LA.7.W.3.1	Conduct short research projects to answer a question (including a self-generated question); write a thesis statement to guide the structure and development of ideas
				LA.7.W.3.2	Gather relevant information from multiple print and digital sources, using search terms to effectively assess credibility/accuracy of each source, quote or paraphrase ideas from sources, while avoiding plagiarism and following the Modern Language Association (MLA) format for citation.
		LA.7.W.4	Range of Writing		
				LA.7.W.4.1	Write routinely over extended timeframes (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. Write under timed conditions.
		LA.7.W.5	Responding to Literature		
				LA.7.W.5.1	Create a presentation, artwork, or text in response to a literary work; make well supported personal, cultural, textual, and thematic connections across the genres.

LA.7.SL	Language Arts: Grade 7: Speaking and Listening				
		LA.7.SL.1	Comprehension and Collaboration		
				LA.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) on 7th grade topics, texts, and issues; Come to discussions prepared, having read/researched material under study; Follow rules for congenial discussion and decision-making, while working in cooperative learning groups; Pose questions that connect ideas and respond to others' questions and comments with relevant evidence and observations; Acknowledge new information expressed by others, and justify views in light of the evidence presented; Seek to understand other perspectives and cultures.
				LA.7.SL.1.2	Analyze the purpose of information and evaluate the motives (e.g., social, commercial, political) behind its presentation; Use experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
		LA.7.SL.2	Presentation of Knowledge and Ideas		
				LA.7.SL.2.1	Present spoken presentations in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details use appropriate eye contact, adequate volume, and clear pronunciation.
				LA.7.SL.2.2	Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest.
				LA.7.SL.2.3	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.
LA.7.L	Language Arts: Grade 7: Literature				
		LA.7.L.1	Key Ideas and Details		
				LA.7.L.1.1	Cite multiple pieces of evidence from the text to support an analysis of a text.
				LA.7.L.1.2	Summarize a theme of a text and analyze its development over the course of the text.
				LA.7.L.1.3	Identify the elements of plot, setting, and characterization in a given text.
		LA.7.L.2	Craft and Structure		
				LA.7.L.2.1	Determine the meaning of words and phrases, including figurative and connotative meanings, analyze the impact of literary devices on a specific verse or stanza of a poem, or section of a story or play.
				LA.7.L.2.2	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

				LA.7.L.2.3	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
		LA.7.L.3	Integration of Knowledge and Ideas		
				LA.7.L.3.1	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
				LA.7.L.3.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
		LA.7.L.4	Responding to Literature		
				LA.7.L.4.1	Read 7th grade level texts silently and orally with fluency and accuracy.
LA.7.IT	Language Arts: Grade 7: Informational and Non-Fiction Text				
		LA.7.IT.1	Key Ideas and Details		
				LA.7.IT.1.1	Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
				LA.7.IT.1.2	Summarize two or more central ideas in a text and analyze their development.
				LA.7.IT.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
		LA.7.IT.2	Craft and Structure		
				LA.7.IT.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings to analyze the impact of specific word choice on meaning.
				LA.7.IT.2.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
				LA.7.IT.2.3	Determine an author's point of view or purpose in a text.
		LA.7.IT.3	Integration of Knowledge and Ideas		
				LA.7.IT.3.1	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
				LA.7.IT.3.2	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

				LA.7.IT.3.3	Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing a different interpretation of facts.
		LA.7.IT.4	Range of Reading		
				LA.7.IT.4.1	Read non-fiction texts with fluency, accuracy, and comprehension.
ELA 8th Grade					
LA.8.LA	Language Arts: Grade 8: Language				
		LA.8.LA.1	Conventions of Standard English		
				LA.8.LA.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially ;Active and passive voice ;Indicative, imperative, interrogative, conditional and subjunctive moods; Subject/verb agreement; Appositives; Coordinating and subordinating conjunctions.
				LA.8.LA.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, especially; Use of commas, ellipses, and dashes; Apostrophe, semicolon, colon, and hyphen; Complex and compound sentences; Fragments and run-ons; Phrases and clauses
		LA.8.LA.2	Knowledge of Language		
				LA.8.LA.2.1	Use knowledge of language and its convention when writing, speaking, reading, or listening.
		LA.8.LA.3	Vocabulary Acquisition and Use		
				LA.8.LA.3.1	Acquire and use grade-appropriate vocabulary; use a range of strategies to determine meaning and enhance vocabulary (including context clues and reference materials).
				LA.8.LA.3.2	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
				LA.8.LA.3.3	Demonstrate understanding of figurative language and literary devices, such as: simile, metaphor, personification, onomatopoeia, hyperbole, alliteration, imagery, and irony
				LA.8.LA.3.4	Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).
LA.8.W	Language Arts: Grade 8: Writing				
		LA.8.W.1	Text Types and Purposes		

				LA.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize reasons and evidence logically to persuade the audience; Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the argument presented.
				LA.8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content; Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension; Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; Use precise language and domain-specific vocabulary to inform about or explain the topic; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the information or explanation presented.
				LA.8.W.1.3	Write narratives to engage readers with elements of harmony and unity; Engage the reader by establishing a point of view, developing characters, organizing a plot sequence that unfolds naturally/logically; Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; Use a variety of transition words, phrases, and clauses to convey sequence and show the relationships among experiences and events; Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; Provide a conclusion that follows from and reflects on the narrated experiences or events.
		LA.8.W.2	Production and Distribution of Writing		
				LA.8.W.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; create a range of writing, such as: poetry, plays, stories, articles, reports, essays, and speeches.
				LA.8.W.2.2	Write a compare/contrast essay or speech.
				LA.8.W.2.3	Produce texts (print or non-print) that explore a variety of cultures and perspectives and are used to develop a religious, moral, and social sense.

				LA.8.W.2.4	Develop/strengthen writing as needed by planning, revising, editing, rewriting, focusing on how well the purpose and audience have been addressed.
				LA.8.W.2.5	Use technology to produce and publish writing and present relationships between information and ideas efficiently as well as to interact and collaborate with others.
		LA.8.W.3	Research to Build and Present Writing		
				LA.8.W.3.1	Generate a thesis statement to guide the structure and development of ideas.
				LA.8.W.3.2	Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility/accuracy of each source; quote or paraphrase ideas from sources while avoiding plagiarism and following the Modern Language Association (MLA) format for citation.
		LA.8.W.4	Range of Writing		
				LA.8.W.4.1	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting) for a range of tasks, purpose and audiences.
		LA.8.W.5	Responding to Literature		
				LA.8.W.5.1	Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.
				LA.8.W.5.2	Make well-supported moral, cultural, textual, and thematic connections across the genres.
LA.8.SL	Language Arts: Grade 8: Speaking and Listening				
		LA.8.SL.1	Comprehension and Collaboration		
				LA.8.SL.1.1	Engage effectively in range collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners; Come to discussions prepared, having read or researched material under study; Follow rules for congenial discussion and decision-making, while working in cooperative learning groups; Pose questions that connect ideas and respond to others' questions and comments with relevant evidence and observations; Acknowledge new information expressed by others, and qualify views in light of the evidence presented; Seek to understand other perspectives and cultures.
				LA.8.SL.1.2	Adjust use of spoken, written, and visual language to a variety of contexts, audiences, and purposes; use appropriate eye contact, body language, volume, pace, and enunciation.
				LA.8.SL.1.3	Analyze the purpose of information presented in diverse media and formats. Evaluate the motives (e.g., social, commercial, political) behind its presentation.

				LA.8.SL.1.4	Use experiences and knowledge of language and logic to address problems creatively and advocate persuasively.
				LA.8.SL.1.5	Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance of evidence.
		LA.8.SL.2	Presentation of Knowledge and Ideas		
				LA.8.SL.2.1	Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and selective details.
				LA.8.SL.2.2	Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest.
LA.8.L	Language Arts: Grade 8: Literature				
		LA.8.L.1	Key Ideas and Details		
				LA.8.L.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
				LA.8.L.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
				LA.8.L.1.3	Analyze how particular lines of dialogue or incidents in a story or play propel the action, reveal aspects of a character, or provoke a decision.
		LA.8.L.2	Craft and Structure		
				LA.8.L.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
				LA.8.L.2.2	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		LA.8.L.3	Integration of Knowledge and Ideas		
				LA.8.L.3.1	Analyze the extent to which a film or live production of a story or play stays faithful to the text or script, evaluating the choices made by the director or actors.
				LA.8.L.3.2	Analyze how writers draw upon themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible.
				LA.8.L.3.3	Interpret, analyze, and evaluate narratives, poetry, and plays by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations
				LA.8.L.3.4	Use criteria to classify, select, and evaluate texts to make informal judgments about the quality of the pieces.

LA.8.IT	Language Arts: Grade 8: Informational and Non-Fiction Text				
		LA.8.IT.1	Key Ideas and Details		
				LA.8.IT.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
				LA.8.IT.1.2	Summarize a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
				LA.8.IT.1.3	Analyze how a text makes connections to individuals, ideas, or events.
		LA.8.IT.2	Craft and Structure		
				LA.8.IT.2.1	Determine the meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings; analyze impact of specific word choices on meaning and tone, including analogies and allusions to other text.
				LA.8.IT.2.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
				LA.8.IT.2.3	Determine an author's point of view and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
		LA.8.IT.3	Integration of Knowledge and Ideas		
				LA.8.IT.3.1	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
				LA.8.IT.3.2	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
				LA.8.IT.3.3	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.
		LA.8.IT.4	Range of Reading		
				LA.8.IT.4.1	Read non-fiction texts with accuracy and comprehension.

ELA 9-12 Catholic Integrated Faith Standards

LA.912.IF	Integration of Faith: Grades 9-12	
	LA.912.IF	Catholic Curricular Standards and Dispositions in English Language Arts
	LA.12.IF.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
	LA.12.IF.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
	LA.12.IF.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
	LA.12.IF.4	Share how literature can contribute to strengthening one ' s moral character.
	LA.12.IF.5	Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.
	LA.12.IF.6	Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.
	LA.12.IF.7	Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
	LA.12.IF.8	Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual's duties, freedoms, and restraints? What are a society's duties, freedoms, and restraints? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is a good life?
	LA.12.IF.9	Describe how poets and writers use language to convey truths that are universal and transcendent.
	LA.12.IF.10	Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
	LA.12.IF.11	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
	LA.12.IF.12	Explain how literature assists in transcending the limited horizon of human reality.
	LA.12.IF.13	Evaluate complex literary selections for all that is implied in the concept of a person as defined from a Catholic perspective.
	LA.12.IF.14	Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
	LA.12.IF.15	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
	LA.12.IF.16	Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon.
	LA.12.IF.17	Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.
	LA.12.IF.18	Analyze the author's reasoning and discover the author's intent.

		LA.12.IF.19	Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as a maker, artist, poet, and creator, and how the use of language to create is reflective of our being made in the image and likeness of God.
		LA.12.IF.20	Explain how language can be used as a bridge for communion with others for the betterment of all involved.
		LA.12.IF.21	Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
		LA.12.IF.22	Use grammar as a means of signifying concepts and the relationship to reason.
		LA.12.IF.23	Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.
		LA.12.IF.24	Share how literature fosters both prudence and sound judgment in the human person.
		LA.12.IF.25	Develop empathy, care, and compassion for a character as crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
		LA.12.IF.26	Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
		LA.12.IF.27	Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
		LA.12.IF.28	Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity as best storytellers and most alive intellects.
		LA.12.IF.29	Display a sense of the goodness by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.
		LA.12.IF.30	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.

ELA 9th-10th Grade

LAFS.910.L	Grades 9-10 Language Standards				
		LAFS.910.L.1	Conventions of Standard English		
				LAFS.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Use parallel structure; 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.
				LAFS.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses; Use a colon to introduce a list or quotation; Spell correctly.
		LAFS.910.L.2	Knowledge of Language		
				LAFS.910.L.2.1	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; Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian, Manual for Writers) appropriate for the discipline and writing type.
		LAFS.910.L.3	Vocabulary Acquisition and Use		
				LAFS.910.L.3.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9th-10th grade reading and content, choosing flexibly from a range of strategies; Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word, position or function in a sentence) as a clue to the meaning of a word or phrase; Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); 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; 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).
				LAFS.910.L.3.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; Analyze nuances in the meaning of words with similar denotations.
				LAFS.910.L.3.3	Acquire and use accurate 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.
LAFS.910.RI	Grades 9-10 Reading Standards for Informational Text				
		LAFS.910.RI.1	Key Ideas and Details		
				LAFS.910.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
				LAFS.910.RI.1.2	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.
				LAFS.910.RI.1.3	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.
		LAFS.910.RI.2	Craft and Structure		
				LAFS.910.RI.2.1	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).
				LAFS.910.RI.2.2	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).
				LAFS.910.RI.2.3	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
		LAFS.910.RI.3	Integration of Knowledge and Ideas		
				LAFS.910.RI.3.1	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.

				LAFS.910.RI.3.2	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.
				LAFS.910.RI.3.3	Analyze seminal U.S. documents of historical and literary significance (e.g: Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, Dr. King’s Letter from Birmingham Jail), including how they address related themes and concepts.
		LAFS.910.RI.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RI.4.1	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.RH	Grades 9-10 Reading Standards for Literacy in History/Social Studies 6-12				
		LAFS.910.RH.1	Key Ideas and Details		
				LAFS.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
				LAFS.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
				LAFS.910.RH.1.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
		LAFS.910.RH.2	Craft and Structure		
				LAFS.910.RH.2.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
				LAFS.910.RH.2.2	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
				LAFS.910.RH.2.3	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

		LAFS.910.RH.3	Integration of Knowledge and Ideas		
				LAFS.910.RH.3.1	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
				LAFS.910.RH.3.2	Assess the extent to which the reasoning and evidence in a text support the author's claims.
				LAFS.910.RH.3.3	Compare and contrast treatments of the same topic in several primary and secondary sources.
		LAFS.910.RH.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RH.4.1	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LAFS.910.RST	Grades 9-10 Reading Standards for Literacy in Science and Technical Subjects 6-12				
		LAFS.910.RST.1	Key Ideas and Details		
				LAFS.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
				LAFS.910.RST.1.2	Determine the central ideas or conclusions of a text; trace the text, explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
				LAFS.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
		LAFS.910.RST.2	Craft and Structure		
				LAFS.910.RST.2.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
				LAFS.910.RST.2.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
				LAFS.910.RST.2.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

		LAFS.910.RST.3	Integration of Knowledge and Ideas		
				LAFS.910.RST.3.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
				LAFS.910.RST.3.2	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
				LAFS.910.RST.3.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
		LAFS.910.RST.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RST.4.1	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
LAFS.910.RL	Grades 9-10 Reading Standards for Literature				
		LAFS.910.RL.1	Key Ideas and Details		
				LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
				LAFS.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail 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.
				LAFS.910.RL.1.3	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.
		LAFS.910.RL.2	Craft and Structure		
				LAFS.910.RL.2.1	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze 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).

				LAFS.910.RL.2.2	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
				LAFS.910.RL.2.3	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
		LAFS.910.RL.3	Integration of Knowledge and Ideas		
				LAFS.910.RL.3.1	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden, <i>Musée des Beaux Arts</i> , Breughel's <i>Landscape with the Fall of Icarus</i>).
				LAFS.910.RL.3.2	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
		LAFS.910.RL.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RL.4.1	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL	Grades 9-10 Standards for Speaking and Listening				
		LAFS.910.SL.1	Comprehension and Collaboration		
				LAFS.910.SL.1.1	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; 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; 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; Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions; 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.
				LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
				LAFS.910.SL.1.3	Evaluate a speaker, a point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
		LAFS.910.SL.2	Presentation of Knowledge and Ideas		
				LAFS.910.SL.2.1	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.
				LAFS.910.SL.2.2	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.
				LAFS.910.SL.2.3	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W	Grades 9-10 Writing Standards				
		LAFS.910.W.1	Text Types and Purposes		
				LAFS.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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; 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 audiences' knowledge level and concerns; 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; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from and supports the argument presented.
				LAFS.910.W.1.2	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; 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 aid comprehension; Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences' knowledge of the topic; 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 precise language and domain-specific vocabulary to manage the complexity of the topic; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; 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).
				LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; Use a variety of techniques to sequence events so that they build on one another to create a coherent whole; Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
		LAFS.910.W.2	Production and Distribution of Writing		
				LAFS.910.W.2.1	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.)
				LAFS.910.W.2.2	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.
				LAFS.910.W.2.3	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.
		LAFS.910.W.3	Research to Build and Present Knowledge		
				LAFS.910.W.3.1	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.
				LAFS.910.W.3.2	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.
				LAFS.910.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research; Apply grades 9-10 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]); Apply grades 9-10 Reading standards to literary nonfiction (e.g., 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).
		LAFS.910.W.4	Range of Writing		
				LAFS.910.W.4.1	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.
LAFS.910.WHS T	Grades 9-10 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects				

		LAFS.910.WHST.1	Text Types and Purposes		
				LAFS.910.WHST.1.1	Write arguments focused on discipline-specific content; Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence; Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audiences' knowledge level and concerns; 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; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from or supports the argument presented.
				LAFS.910.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes; Introduce a topic and organize 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 aid comprehension; Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences' knowledge of the topic; Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concept; Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; 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).
		LAFS.910.WHST.2	Production and Distribution of Writing		
				LAFS.910.WHST.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

				LAFS.910.WHST.2.2	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.
				LAFS.910.WHST.2.3	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.
		LAFS.910.WHST.3	Research to Build and Present Knowledge		
				LAFS.910.WHST.3.1	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.
				LAFS.910.WHST.3.2	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.
				LAFS.910.WHST.3.3	Draw evidence from informational texts to support analysis, reflection, and research.
		LAFS.910.WHST.4	Range of Writing		
				LAFS.910.WHST.4.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA 11th-12th Grade					
LAFS.1112.L	Grades 11-12 Language Standards				
		LAFS.1112.L.1	Conventions of Standard English		
				LAFS.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; 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.

				LAFS.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Observe hyphenation convention; Spell correctly.
		LAFS.1112.L.2	Knowledge of Language		
				LAFS.1112.L.2.3	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; 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.
		LAFS.1112.L.3	Vocabulary Acquisition and Use		
				LAFS.1112.L.3.1	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; 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; Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable); 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; 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).
				LAFS.1112.L.3.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text; Analyze nuances in the meaning of words with similar denotations.
				LAFS.1112.L.3.3	Acquire and use accurate 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.
LAFS.1112.RI	Grades 11-12 Reading Standards for Informational Text				
		LAFS.1112.RI.1	Key Ideas and Details		

				LAFS.1112.RI.1.1	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.
				LAFS.1112.RI.1.2	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.
				LAFS.1112.RI.1.3	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.
		LAFS.1112.RI.2	Craft and Structure		
				LAFS.1112.RI.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
				LAFS.1112.RI.2.2	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.
				LAFS.1112.RI.2.3	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.
		LAFS.1112.RI.3	Integration of Knowledge and Ideas		
				LAFS.1112.RI.3.1	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.
				LAFS.1112.RI.3.2	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
				LAFS.1112.RI.3.3	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.

		LAFS.1112.RI.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RI.4.1	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.RH	Grades 11-12 Reading Standards for Literacy in History/Social Studies 6-12				
		LAFS.1112.RH.1	Key Ideas and Details		
				LAFS.1112.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
				LAFS.1112.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
				LAFS.1112.RH.1.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
		LAFS.1112.RH.2	Craft and Structure		
				LAFS.1112.RH.2.1	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
				LAFS.1112.RH.2.2	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
				LAFS.1112.RH.2.3	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
		LAFS.1112.RH.3	Integration of Knowledge and Ideas		
				LAFS.1112.RH.3.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

				LAFS.1112.RH.3.2	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
				LAFS.1112.RH.3.3	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
		LAFS.1112.RH.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RH.4.1	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.RST	Grades 11-12 Reading Standards for Literacy in Science and Technical Subjects 6-12				
		LAFS.1112.RST.1	Key Ideas and Details		
				LAFS.1112.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
				LAFS.1112.RST.1.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
				LAFS.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
		LAFS.1112.RST.2	Craft and Structure		
				LAFS.1112.RST.2.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
				LAFS.1112.RST.2.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
				LAFS.1112.RST.2.3	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
		LAFS.1112.RST.3	Integration of Knowledge and Ideas		
				LAFS.1112.RST.3.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

				LAFS.1112.RST.3.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
				LAFS.1112.RST.3.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
		LAFS.1112.RST.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RST.4.1	By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.RL	Grades 11-12 Reading Standards for Literature				
		LAFS.1112.RL.1	Key Ideas and Details		
				LAFS.1112.RL.1.1	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.
				LAFS.1112.RL.1.2	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.
				LAFS.1112.RL.1.3	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).
		LAFS.1112.RL.2	Craft and Structure		
				LAFS.1112.RL.2.1	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
				LAFS.1112.RL.2.2	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.
				LAFS.1112.RL.2.3	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).

		LAFS.1112.RL.3	Integration of Knowledge and Ideas		
				LAFS.1112.RL.3.1	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
				LAFS.1112.RL.3.2	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.
		LAFS.1112.RL.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RL.4.1	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.SL	Grades 11-12 Standards for Speaking and Listening				
		LAFS.1112.SL.1	Comprehension and Collaboration		
				LAFS.1112.SL.1.1	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; 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; Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed; 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; 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.
				LAFS.1112.SL.1.2	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.
				LAFS.1112.SL.1.3	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.
		LAFS.1112.SL.2	Presentation of Knowledge and Ideas		
				LAFS.1112.SL.2.1	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.
				LAFS.1112.SL.2.2	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.
				LAFS.1112.SL.2.3	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W	Grades 11-12 Writing Standards				
		LAFS.1112.W.1	Text Types and Purposes		
				LAFS.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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; 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 audiences’ knowledge level, concerns, values, and possible biases; 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; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

					which they are writing; Provide a concluding statement or section that follows from and supports the argument presented.
				LAFS.1112.W.1.2	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; Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; 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, the knowledge of the topic; 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 concept; Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; 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).
				LAFS1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution); Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
		LAFS.1112.W.2	Production and Distribution of Writing		

				LAFS.1112.W.2.1	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.)
				LAFS.1112.W.2.2	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.
				LAFS.1112.W.2.3	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.
		LAFS.1112.W.3	Research to Build and Present Knowledge		
				LAFS.1112.W.3.1	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.
				LAFS.1112.W.3.2	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.
				LAFS.1112.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research; 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); 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]).
		LAFS.1112.W.4	Range of Writing		

				LAFS.1112.W.4.1	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.
LAFS.1112.WHST	Grades 11-12 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects				
		LAFS.1112.WHST.1	Text Types and Purposes		
				LAFS.1112.WHST.1.1	Write arguments focused on discipline-specific content; 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 the claim(s), counterclaims, reasons, and evidence; Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience, the knowledge level, concerns, values, and possible biases; 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; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from or supports the argument presented.
				LAFS.1112.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes; Introduce a topic and 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; 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; Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers; Provide a concluding statement or section that follows from and

					supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
		LAFS.1112.WHST.2	Production and Distribution of Writing		
				LAFS.1112.WHST.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
				LAFS.1112.WHST.2.2	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.
				LAFS.1112.WHST.2.3	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.
		LAFS.1112.WHST.3	Research to Build and Present Knowledge		
				LAFS.1112.WHST.3.1	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.
				LAFS.1112.WHST.3.2	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 specific 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.
				LAFS.1112.WHST.3.3	Draw evidence from informational texts to support analysis, reflection, and research.
		LAFS.1112.WHST.4	Range of Writing		
				LAFS.1112.WHST.4.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EU1	Big Idea 1: Question and Explore				
		EU1.1	Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.		

			LO1.1A	Contextualizing and identifying the complexities of a problem or issue.
			LO1.1B	Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
			LO1.1C	Identifying a topic of inquiry.
			LO1.1D	Articulating the purpose and significance of the scholarly inquiry
			LO1.1E	Developing and revising a focused research question/project goal.
		EU1.2	Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.	
			LO1.2A	Retrieving, questioning, organizing, and using prior knowledge about a topic.
		EU1.3	The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.	
			LO1.3A	Accessing and managing information using effective strategies.
		EU1.4	The relevance and credibility of the source of information is determined by the context of its use.	
			LO1.4A	Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.
		EU1.5	There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.	
			LO1.5A	Identifying the information needed for the context of the inquiry.
			LO1.5B	Designing, planning, and implementing a scholarly inquiry.
			LO1.5C	Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.
			LO1.5D	Employing ethical research practices.
EU2	Big Idea 2: Understand and Analyze			
		EU2.1	Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically	
			LO2.1A	Employing appropriate reading strategies and reading critically for a specific purpose.
			LO2.1B	Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.
		EU2.2	Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.	
			LO2.2A	Explaining and analyzing the logic and line of reasoning of an argument.
			LO2.2B	Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.
			LO2.2C	Evaluating the validity of an argument.

				LO2.2D	Evaluating and critiquing others, inquiries, studies, artistic works, and/or perspectives.
		EU2.3	Arguments have implications and consequences.		
				LO2.3A	Connecting an argument to broader issues by examining the implications of the author’s claim.
				LO2.3B	Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.
EU3	Big Idea 3: Evaluate Multiple Perspectives				
		EU3.1	Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.		
				LO3.1A	Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
				LO3.1B	Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
EU4	Big Idea 4: Synthesize Ideas				
		EU4.1	Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.		
				LO4.1A	Formulating a well reasoned argument, taking the complexities of the problem or issue into consideration.
				LO4.1B	Selecting and consistently applying an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale.
		EU4.2	Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.		
				LO4.2A	Interpreting, using, and synthesizing qualitative and/ or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
				LO4.2B	Providing insightful and cogent commentary that links evidence with claims.
		EU4.3	Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.		
				LO4.3A	Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
		EU4.4	Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.		
				LO4.4A	: Extending an idea, question, process, or product to innovate or create new understandings.
		EU4.5	Arguments, choices, and solutions present intended and unintended opportunities and consequences.		

				LO4.5A	Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.
EU5	Big Idea 5: Team, Transform, and Transmit				
		EU5.1	How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.		
				LO5.1A(S)	Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.
				LO5.1A(R)	Planning and producing a cohesive academic paper, considering audience, context, and purpose.
				LO5.1B	Adhering to established conventions of grammar, usage, style, and mechanics.
				LO5.1C	Communicating information through appropriate media using effective techniques of design.
				LO5.1D	Adapting an argument for context, purpose, and/or audience.
				LO5.1E	Engaging an audience by employing effective techniques of delivery or performance.
				LO5.1F	Defending inquiry choices and final product with clarity, consistency, and conviction.
		EU5.2	Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.		
				LO5.2A	Providing individual contributions to overall collaborative effort to accomplish a task or a goal.
				LO5.2A	Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
		EU5.3	Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.		
				LO5.3A	Reflecting on and revising their own writing, thinking, and creative processes.
				LO5.3B	Reflecting on experiences of collaborative effort.
				LO5.3C	Reflecting on the larger significance of engaging in the overall inquiry process and producing a completed scholarly work.
		EU5.4	Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and benefit from the scholarly community through thoughtful engagement with the opinions and critiques of others.		
				LO 5.4A	Engaging in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.
				LO 5.4B	Engaging in peer review to receive and consider responses to their work.