

Anchor Standard

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1

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.

Essential Skills and Concepts:

- Analyze the text
- Identify what is explicitly stated in the text
- Infer additional information from a text
- Distinguish between inferences and explicit ideas
- Determine uncertainties in the text
- Identify primary and secondary sources

Question Stems and Prompts:

- ✓ What is stated explicitly in the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What can you infer from the text as a whole? Why?
- ✓ Provide several pieces of evidence to support a specific inference.
- ✓ What evidence leads you to this conclusion?
- ✓ What evidence from additional primary or secondary sources supports your analysis?
- ✓ Determine common themes in the evidence you have selected.
- ✓ What details help deepen your understanding of the text? In what way(s)?
- ✓ How are your evidence selections connected to your insights?
- ✓ What was the problem with some of the evidence you decided not to use?
- ✓ What evidence is most supportive of your analysis and insights? Why? Justify your thinking.
- ✓ Where does the text leave matters uncertain?
- ✓ What additional information is necessary?
- ✓ Does the evidence come from a primary or secondary source? How did you determine this?

Academic Vocabulary

- cite
- thorough
- textual
- analysis
- explicit
- inference
- uncertain
- conclusion
- supportive
- primary source
- secondary source

Spanish Cognates

- citar
- textual
- análisis
- explícito
- inferencia
- incierto/a (adj.)
- conclusión

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Anchor Standard

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.2

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.

Essential Skills and Concepts:

- Identify the central idea
- Analyze how central ideas interact and build on each other
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary of text
- Identify key details and ideas that support the central idea

Question Stems and Prompts:

- ✓ What is the central idea of the text?
- ✓ What key details and ideas are included in the text?
- ✓ Which elements help to develop the central ideas of the text?
- ✓ How effectively do the details provided demonstrate the central idea?
- ✓ In what ways have the central themes been developed in this text?
- ✓ What themes have been more thoroughly developed than others in this text? How so?
- ✓ What additional information could have enhanced the development of the central ideas in this text?
- ✓ How does the structure of the text work to communicate the central idea(s) effectively?
- ✓ How will you determine what information to include or exclude in your summary? Provide your rationale.
- ✓ How does the author help you see the connection between the key details and the central idea?
- ✓ In what ways does your summary enhance your reader's ability to see the relationships between details and central idea(s)?
- ✓ How can you revise or restructure your summary to more effectively communicate the connections between your central idea and details?
- ✓ How would you objectively summarize the text?

Academic Vocabulary

- determine
- central idea
- analyze
- text
- interact
- complete
- objective

Spanish Cognates

- determinar
- idea central
- analizar
- texto
- interactuar
- completo
- objetivo

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Anchor Standard

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter uncertain.

Essential Skills and Concepts:

- Analyze a complex set of ideas, individuals, and events
- Trace development of ideas, individuals, events
- Explain the interaction and development of individuals, ideas, or events in the text

Question Stems and Prompts:

- ✓ What is the development of the ideas in the text?
- ✓ Identify the text's sequence of events.
- ✓ How does the interaction of individuals/events/ideas develop over the course of the text? Support with evidence.
- ✓ What makes the set of ideas/sequence of events complex?
- ✓ Which explanations of events/actions prove most convincing? What textual evidence has been provided in support of those explanations?
- ✓ Propose alternative explanation(s) for actions or events that the existing textual evidence could effectively support. Justify your reasoning.
- ✓ What is the most critical evidence provided in support of an explanation? How would the absence of this piece of evidence impact the credibility of the explanation?
- ✓ Where does the author leave things uncertain?
- ✓ Hypothesize benefits/costs of leaving matters uncertain.
- ✓ Provide evidence that would refute or weaken a given explanation for an action.

Academic Vocabulary

- analyze
- complex
- sequence
- specific
- individuals
- interact
- develop
- uncertain

Spanish Cognates

- analizar
- complejo
- secuencia
- específico
- individuos
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Anchor Standard

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.11-12.4

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).

Essential Skills and Concepts:

- ❑ Understand the use and meaning of technical terms
- ❑ Identify key terms in a text
- ❑ Demonstrate how the meaning of a word can be refined

Question Stems and Prompts:

- ✓ What technical meanings are required and used in text?
- ✓ What does use of technical terms in text accomplish? Support with evidence.
- ✓ Predict outcomes of using a key term in a text without refining its meaning.
- ✓ Draw conclusions about the impact of author’s key words on the text. Cite evidence to support your thinking.
- ✓ When is it necessary/unnecessary to refine the meaning of a term?
- ✓ Which words or phrases are used repeatedly in the text? What impact does repetition of words or key phrases have on the text?
- ✓ How does the author refine meaning of a key word?
- ✓ How would decreasing use of key phrases impact the meaning of the text?
- ✓ What phrases are most essential to the meaning of the text? Evaluate and provide rationale.
- ✓ Analyze varied uses of a key term in the text.

Academic Vocabulary

- technical meanings
- refining meaning
- technical terms

Spanish Cognates

términos técnicos

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Academic Vocabulary

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- refining meaning
- technical terms

Spanish Cognates

términos técnicos

Anchor Standard

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.5

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.

Essential Skills and Concepts:

- Analyze text structure
- Analyze the effectiveness of text structure

Question Stems and Prompts:

- ✓ What text structure is used in the exposition or argument?
- ✓ Is the organization of the exposition or argument effective? Why or why not?
- ✓ What points does the author emphasize?
- ✓ Identify techniques that the author uses to convince and/or engage the reader.
- ✓ How do the text features assist the reader?
- ✓ What key sentence most strongly impacts ideas in your text? How would excluding this sentence impact the meaning of the paragraph? of the text as a whole?
- ✓ How would combining sentences impact the effectiveness of the argument? Provide examples to support your assertion.
- ✓ How would reorganizing key paragraphs impact the effectiveness of the argument as a whole?
- ✓ What paragraph is most powerful in contributing to the author’s overall argument? Justify your evaluation.
- ✓ What impact does the text structure have on the effectiveness of the argument communicated?
- ✓ In what ways does the organizational structure facilitate communication of key ideas in the text?
- ✓ How would you adapt the text structure to accomplish an alternate purpose? Explain how your adaptation would serve your intended purpose.

Academic Vocabulary

- effectiveness
- structure
- engaging
- convincing
- argument
- supporting details

Spanish Cognates

- eficacia
- estructura
- convinciente

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Anchor Standard

Assess how point of view or purpose shapes the content and style of a text.

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Essential Skills and Concepts:

- Determine authors' points of view or purpose
- Analyze rhetorical devices
- Understand persuasion
- Analyze style
- Analyze content
- Appreciate aesthetics of text
- Analyze claims and reasoning

Question Stems and Prompts:

- ✓ What is the author's point of view or purpose in each text?
- ✓ How does the author skillfully use language (rhetoric) to influence the reader?
- ✓ How would you describe the author's style?
- ✓ How does style work to convey point of view?
- ✓ What relationship do you see between an author's purpose and style?
- ✓ Why is the content of the text important?
- ✓ How does the rhetoric contribute to the aesthetics of the text?
- ✓ How are the authors similar or different in their claims, reasoning or evidence?
- ✓ Which author's claims are most compelling? What specifically makes this so?
- ✓ What does an author do that makes his/her line of reasoning *seem* logical, even if it is not?
- ✓ What holes can you see in an author's line of reasoning? How much or how little does this impact its credibility?
- ✓ What evidence can you provide of author's point of view driving the omission/inclusion of specific evidence?
- ✓ How does point of view shape content?
- ✓ Provide examples of identical evidence being used to support authors' opposing points of view. In what real-world scenarios do you see this taking place today?
- ✓ Name key indicators of credibility in a claim?

Academic Vocabulary

- point of view
- rhetoric
- effective
- analyze
- style
- content
- contribute
- persuasive
- purpose

Spanish Cognates

- punto de vista
- retórico
- efectivo/a (adj.)
- analizar
- estilo
- contenido
- contribuir
- persuasivo/a (adj.)
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Anchor Standard

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7

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.

Essential Skills and Concepts:

- ❑ Evaluate multiple sources of information in various media and formats (print, visual)
- ❑ Integrate and use multiple sources of information in various media and formats to address a question or solve a problem

Question Stems and Prompts:

- ✓ Which medium is used to present the subject?
- ✓ How is the information formatted in each medium?
- ✓ Which details are emphasized in the different media?
- ✓ What information can be gleaned from each medium?
- ✓ How does drawing on informational sources in diverse formats and media compare to utilizing sources of information in only one format? What are the benefits and/or shortcomings of each approach?
- ✓ Synthesize your information. What patterns do you see? What conclusions can you draw?
- ✓ Combine information from various media to address a question.
- ✓ Do the various sources of information share complimentary or congruent ideas?
- ✓ What connections did you find among the various media?
- ✓ How does the use of a certain medium affect the account?
- ✓ How would you evaluate information presented visually? What criteria would you employ?
- ✓ Investigate a real-world problem. Integrate information from multiple sources in diverse formats to solve it. What is your solution? Justify with evidence.

Academic Vocabulary

- integrate
- evaluate
- multiple sources
- media
- formats
- visually
- quantitatively
- address

Spanish Cognates

- integrar
- evaluar
- los medios de comunicación
- formatos
- visualmente
- cuantitativamente

Anchor Standard

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Anchor Standard

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

RH.11-12.8

Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Essential Skills and Concepts:

- Identify and understand author’s premise, claim and evidence
- Delineate arguments
- Evaluate reasoning
- Evaluate multiple sources of information on same topic

Question Stems and Prompts:

- ✓ What type of text is this? What is the context of its use?
- ✓ What is the purpose of the text?
- ✓ What argument or proposition is presented?
- ✓ For whom does the author advocate?
- ✓ What claims support the argument?
- ✓ Delineate key points in the author’s line of reasoning.
- ✓ What evidence is presented?
- ✓ Is the reasoning presented logical? How so?
- ✓ What other sources of information corroborate the claims?
- ✓ What other sources of information challenge the claims?
- ✓ Construct a line of reasoning to refute the author’s claims. Support with evidence. How well does the author’s argument withstand your refutation?
- ✓ How will you determine the validity of various sources? What criteria will you use?
- ✓ Design criteria to establish the validity of an author’s premise or claims.
- ✓ Design criteria to evaluate the author’s argument.
- ✓ What evidence do you have from additional sources that directly challenges the author’s line of reasoning? How does it do so?
- ✓ What suggestions can you make to improve the author’s line of reasoning, based on evidence you found that would challenge it?

Academic Vocabulary

- delineate
- evaluate
- reasoning
- opinions
- premises
- purposes
- corroborate

Spanish Cognates

- delinear
- evaluar
- razonamiento
- opiniones
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Anchor Standard

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Essential Skills and Concepts:

- Determine historical and/or literary significance
- Identify and compare themes and purposes
- Identify and analyze rhetorical features
- Identify primary and secondary sources

Question Stems and Prompts:

- ✓ What is the historical significance of the document?
- ✓ How does this text shape the future?
- ✓ What is the purpose of each text?
- ✓ What information is presented in each of the documents?
- ✓ How does the author skillfully use rhetoric to convey meaning? Provide examples.
- ✓ Determine the validity and the significance of your information.
- ✓ Interpret the information you have gathered. Identify any common themes or understandings.
- ✓ Synthesize your information to create a rich and thorough examination of an idea or event.
- ✓ What accounts or contributions are distinct to a particular source?
- ✓ In what ways does one source confirm information in another?
- ✓ Investigate: What discrepancies emerge among your sources?
- ✓ How can you account for discrepancies that emerge among your sources? To what can you legitimately attribute these discrepancies? What additional sources confirm your theories?

Academic Vocabulary

- significance
- address
- themes
- concepts
- related
- historical
- analyze
- connection

Spanish Cognates

- significado
- temas
- conceptos
- relacionado
- histórico/a (adj.)
- analizar
- conexión

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Anchor Standard

Read and comprehend complex literary and informational texts independently and proficiently.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Essential Skills and Concepts:

- List/understand main idea
- Read independently with proficiency
- Comprehend content area nonfiction
- Comprehend complex vocabulary
- Read fluently
- Demonstrate reading comprehension
- Identify miscellaneous text types

Question Stems and Prompts:

- ✓ What is the topic of the selection?
- ✓ Was this passage too easy? Too difficult?
- ✓ Did you use text features before you began reading?
- ✓ Did you take notes on the text’s main theme and details?
- ✓ What did you learn from skimming the text before reading?
- ✓ What parts did you understand? What can you do to aid in your comprehension?
- ✓ Can you orally summarize for me what you read?
- ✓ Can you outline the key ideas of the text?
- ✓ What are your most effective strategies for comprehending text?
- ✓ How can you use knowledge of organizational structures help you in comprehending nonfiction text?
- ✓ Identify the various types of informational documents and text you have read toward increasing your proficiency and independence.
- ✓ What shared structural patterns do you see among multiple sources or texts?

Academic Vocabulary

- text
- complexity
- scaffolding
- comprehend
- nonfiction
- skimming
- outline

Spanish Cognates

- texto
- complejidad
- comprender
- no de ficción

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RH.11-12.10

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Spanish Cognates

- texto
- complejidad
- comprender
- no de ficción

Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1

Write arguments focused on *discipline-specific content*.

- a. 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).
- b. 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’s knowledge level, concerns, values, and possible biases.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Essential Skills and Concepts:

- Analyze a substantive topic or text
- Introduce a precise claim
- Establish significance of claims
- Provide reasons and evidence from substantive text to support claim
- Identify and distinguish counterclaims
- Develop claims and counterclaims fairly
- Organize reasons and evidence in a logical manner
- Support assertions through appeal to logic or emotion
- Analyze and address audience considerations, values, and biases
- Determine relevance of evidence
- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1

Write arguments focused on *discipline-specific content*.

- a. 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).
- b. 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’s knowledge level, concerns, values, and possible biases.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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Essential Skills and Concepts:

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- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

WHST.11-12.1 – (Continued)**Question Stems and Prompts:**

- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ What data might someone with an opposing argument present to refute your claim?
- ✓ How can you support your assertion by appealing to logic (reasoning)?
- ✓ Can you support your assertion by appealing to emotion? How?
- ✓ What considerations should be addressed regarding the audience’s knowledge values/biases of the topic or text?
- ✓ Analyze how consideration of audience impacts the crafting of your argument.
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons? Cite them. Rate their effectiveness toward this goal.
- ✓ What makes the piece formal in style? Cite specifics.
- ✓ What makes your tone objective? Provide examples.
- ✓ In what ways does your concluding statement support the argument presented?
- ✓ Evaluate your argument. What makes it logical?
- ✓ What areas of your argument are lacking sufficient evidence?
- ✓ Predict what the opposition might identify as problems in your reasoning? Formulate a proactive course of action for yourself.
- ✓ How can you strengthen connections between the evidence you provide and the claim(s) you make?

Academic Vocabulary

- argument
- claims
- analysis
- topic
- valid
- reasoning
- relevant/pertinent
- evidence
- precise
- significant
- opposing claim
- sequence
- counterclaim
- rhetorical device
- personal anecdote
- analogy
- formal style
- objective tone
- concluding statement
- logically sequenced

Spanish Cognates

- argumento
- reclamos
- análisis
- válido/a (adj.)
- razonamiento
- pertinente
- preciso
- significante
- secuencia
- anécdota personal
- analogía
- estilo formál
- tono objetivo
- una secuencia lógica

WHST.11-12.1 – (Continued)**Question Stems and Prompts:**

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- ✓ What reasons/evidence best supports your claim?
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Anchor Standard

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. 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.
- b. 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.
- c. 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.
- d. Use precise language, domain-specific, 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.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating the implications or significance of the topic).

Essential Skills and Concepts:

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement and preview what is to follow
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion among ideas and concepts
- Understand and use precise vocabulary
- Use figurative language
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

Anchor Standard

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- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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- Understand and use precise vocabulary
- Use figurative language
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

W.11.12.2 – (Continued)**Question Stems and Prompts:**

- ✓ How can you clearly introduce your topic?
- ✓ What information will you provide in the preview following the topic/thesis statement?
- ✓ What organizational structure will best enable to you to convey your information?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ When and how can you use figurative language to express ideas?
- ✓ Do your transitions create cohesion among ideas and concepts?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support the information presented? Does it articulate the significance of the topic?
- ✓ Analyze different ways in which you can organize your information effectively.
- ✓ Generate a collection of domain specific terms you plan to use in your text.
- ✓ Develop a plan for creating cohesion among your ideas.
- ✓ Evaluate your collection of supporting facts, concrete details, extended definitions, quotations, and examples. What is lacking?

Academic Vocabulary

- informational text
- explanatory text
- complex ideas
- expository writing structure
- topic/thesis statement
- multimedia
- relevant facts
- concrete details
- transitions
- syntax
- cohesion
- precise language
- domain-specific
- metaphor
- simile
- analogy
- formal style of writing
- objective tone
- concluding statement/section

Spanish Cognates

- texto informativo
- texto explicativo
- ideas complejas
- multimedia
- transiciones
- sintaxis
- cohesión
- lenguaje preciso
- dominio específico
- metáfora
- símil
- analogía
- estilo formal
- tono objetivo

W.11.12.2 – (Continued)**Question Stems and Prompts:**

- ✓ How can you clearly introduce your topic?
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- complex ideas
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- relevant facts
- concrete details
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Anchor Standard

Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

WHST.11-12.3

(See note; not applicable as a separate requirement)

Essential Skills and Concepts:**Question Stems and Prompts:**

Academic Vocabulary

Spanish Cognates

Anchor Standard

Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

WHST.11-12.3

(See note; not applicable as a separate requirement)

Essential Skills and Concepts:**Question Stems and Prompts:**

Academic Vocabulary

Spanish Cognates

Anchor Standard

Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose & audience.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Skills and Concepts:

- Understand various writing text types and their organizational structures
- Identify and understand the writing task
- Identify and understand the writing purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

Question Stems and Prompts:

- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing?
- ✓ Who is the audience? How will this impact your writing?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Create a plan for how you will provide coherence between ideas and evidence or for text as a whole.
- ✓ How consistently did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing? How is this made obvious? Cite examples.
- ✓ Would formal or informal tone be most appropriate for your audience?

Academic Vocabulary

- flashbacks
- development
- organization
- style
- audience
- purpose
- evidence/proof
- sequence
- transitions
- ideas
- argument
- topic
- narrative
- events
- style
- tone
- claim
- counterclaim

Spanish Cognates

- organización
- estilo
- audiencia
- propósito
- evidencia/puebas
- secuencia
- transiciones
- ideas
- argumento
- narrativa
- estilo
- tono
- reclamo

Anchor Standard

Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose & audience.

WHST.11-12.4

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- reclamo

Anchor Standard

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

WHST.11-12.5

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

Essential Skills and Concepts:

- Understand and focus on purpose and audience
- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Understand and use multiple writing approaches
- Receive and provide writing guidance

Question Stems and Prompts:

- ✓ What is the purpose or focus of the piece? What aspects are most significant?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why?
- ✓ What is the best title for this piece? Why?
- ✓ How will you determine if the structure you selected is the most effective format for conveying your ideas?
- ✓ Where is additional evidence, description, or clarification needed in the piece?
- ✓ What section of your writing piece is problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free of writing convention errors?
- ✓ Where should you go if you need help editing?
- ✓ In what ways does your writing meet the needs of your audience?
- ✓ How effectively does your writing achieve your purpose? Justify your thinking.
- ✓ What new approach can you try toward achieving your purpose?

Academic Vocabulary

- argument
- topic
- narrative
- evidence/proof
- details
- purpose

Spanish Cognates

- argumento
- narrativa
- evidencia/pruebas
- detalles
- propósito

Anchor Standard

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Academic Vocabulary

- argument
- topic
- narrative
- evidence/proof
- details
- purpose

Spanish Cognates

- argumento
- narrativa
- evidencia/pruebas
- detalles
- propósito

Anchor Standard

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Essential Skills and Concepts:

- ❑ Use technology proficiently for production, publication, and collaboration
- ❑ Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- ❑ Link and cite sources
- ❑ Create shared writing products
- ❑ Display information flexibly and dynamically
- ❑ Respond to ongoing feedback and new information
- ❑ Access and use the Internet

Question Stems and Prompts:

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it? Why this medium?
- ✓ Propose multiple ways in which you will use technology to collaborate and interact with others about your writing.
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ How will you collect and respond to feedback and new information?
- ✓ Have you efficiently presented the relationships between information and ideas?
- ✓ What Internet tool(s) will be most useful toward your individual or collaborative goal? Support your reasoning with reference to specific aspects of a given tool.

Academic Vocabulary

- software
- credible
- multimedia
- format
- chart
- graph
- table

Spanish Cognates

- creíble
- multimedia
- formato
- gráfico

Anchor Standard

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Essential Skills and Concepts:

- ❑ Use technology proficiently for production, publication, and collaboration
- ❑ Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- ❑ Link and cite sources
- ❑ Create shared writing products
- ❑ Display information flexibly and dynamically
- ❑ Respond to ongoing feedback and new information
- ❑ Access and use the Internet

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- ✓ What software will you use to create this document?
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Spanish Cognates

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Anchor Standard

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.11-12.7

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

Essential Skills and Concepts:

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on several sources
- Refocus inquiry/generate additional questions when appropriate
- Synthesize and summarize information
- Cite a variety of sources

Question Stems and Prompts:

- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will you locate sources? What kind of sources will you need?
- ✓ Design an effective course of action for your research.
- ✓ Map out a timeline for pacing yourself to meet goals.
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ How is the information from the various sources consistent /complimentary? How is it inconsistent?
- ✓ What additional information would you need in order to solve a related real-world problem?
- ✓ How does your inquiry question need to be altered as a result of your findings?
- ✓ What additional questions need to be researched/generated?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry? What new understanding of the subject do you have?
- ✓ How does your learning apply or relate to a current real-world scenario or situation?
- ✓ Evaluate your research process. What was most/least effective? What do you propose to do differently next time?

Anchor Standard

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- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry? What new understanding of the subject do you have?
- ✓ How does your learning apply or relate to a current real-world scenario or situation?
- ✓ Evaluate your research process. What was most/least effective? What do you propose to do differently next time?

WHST.11-12.7 (Continued)**Academic Vocabulary**

- inquiry
- narrow
- broaden
- synthesize
- source
- organization
- format
- bibliography
- citation page
- paraphrase

Spanish Cognates

sintetizar

organización

formato

bibliografía

parfrasear

WHST.11-12.7 (Continued)**Academic Vocabulary**

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- broaden
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Spanish Cognates

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parfrasear

Anchor Standard

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using the 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 standard format for citation.

Essential Skills and Concepts:

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources/bibliography

Question Stems and Prompts:

- ✓ How will you locate information from both print and digital sources?
- ✓ Generate a plan to effectively determine relevance and usefulness of information gathered?
- ✓ Interpret your information. What is it saying?
- ✓ What are the different ways in which you are crediting the sources you cite or quote?
- ✓ What are your different approaches to integrating quotes effectively?
- ✓ Which search engines and what terms will you use?
- ✓ Create a varied selection of introductory clause or phrase options to seamlessly introduce/integrate quotes into sentences or paragraphs.
- ✓ What makes this information relevant to the topic?
- ✓ Develop criteria to select the sources you will use.
- ✓ How do you know that the source is credible and accurate? Evaluate your sources.
- ✓ What conclusive information do you plan to include?
- ✓ Are your sources equally utilized (avoiding overreliance on any single source)?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?

Anchor Standard

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using the 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 standard format for citation.

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WHST.11-12.8 (Continued)**Academic Vocabulary**

- relevant/pertinent
- authoritative
- digital sources
- effective
- assess
- limitations
- purpose
- audience
- integrate
- selective
- plagiarism
- overreliance
- citation

Spanish Cognates

pertinente
 autorizado

 limitaciones
 propósito
 audiencia
 integrar
 selectivo
 plagio

I

WHST.11-12.8 (Continued)**Academic Vocabulary**

- relevant/pertinent
- authoritative
- digital sources
- effective
- assess
- limitations
- purpose
- audience
- integrate
- selective
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Spanish Cognates

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I

Anchor Standard

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.11-12.9

Draw evidence from informational texts to support, analysis reflection, and research.

Essential Skills and Concepts:

- Utilize evidence to support analysis/research
- Analyze informational texts

Question Stems and Prompts:

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How will you evaluate your evidence? Rate it from strongest to weakest.
- ✓ How sound is your evidence?
- ✓ What makes one piece of evidence more convincing than another?
- ✓ How would you connect the evidence to your analysis?
- ✓ How does the evidence shape or reshape your ideas and reflections?
- ✓ In what ways is the evidence relevant to your analysis?
- ✓ In what ways has your thinking been confirmed or challenged as a result of evidence you have discovered?
- ✓ What patterns do you see in your collection of evidence?
- ✓ In what ways might you organize the evidence you have gathered?
- ✓ What additional evidence do you still need?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?
- ✓ What evidence can you omit or disregard without changing your audience’s understanding?

Academic Vocabulary

- analyze
- evidence
- delineate
- synthesize
- documents
- historical
- seminal
- primary sources
- secondary sources
- summarize
- paraphrase
- quote

Spanish Cognates

- analizar
- delinear
- sintetizar
- documentos
- histórico
- seminal
- resumir
- parafrasear

Anchor Standard

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WHST.11-12.9

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- quote

Spanish Cognates

- analizar
- delinear
- sintetizar
- documentos
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- resumir
- parafrasear

Anchor Standard

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.

WHST.11-12.10

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.

Essential Skills and Concepts:

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

Question Stems and Prompts:

- ✓ Create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ What organizational structure would best support your current task?
- ✓ What decisions will you have to make in order to create a formal text?
- ✓ What factors inform how informally you choose to write toward a specific task?
- ✓ What changes can you make to turn this short piece into an expanded, well thought out and developed piece?
- ✓ Who is the intended audience?
- ✓ How will you address the audience’s knowledge/perspective?
- ✓ Revise the text to address a completely different audience.
- ✓ Craft the text to suit an alternate purpose.
- ✓ What would you have to change in the text to make the piece informal rather than formal?
- ✓ Consider an alternate perspective. How would you write from that perspective? What would change?

Academic Vocabulary

- purpose
- audience
- evidence/proof
- key points
- counterarguments

Spanish Cognates

- propósito
- audiencia
- evidencia/pruebas
- argumentos en contra

Anchor Standard

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

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