

INTRODUCTION

The following document is in response to very good questions directed at determining what a graduate of JNFLSIC should *know* and *be able to do* before we send them to their next level of education. The standards presented here are not meant for only A-Level or only AP students. They are written in broad enough language and context to encompass the expectations of a variety of university systems. There is no mention of teaching methods or specific texts to be used, only a generic example or two that provide context when needed.

The standards presented below are what is expected of students in California and New York, (states with high percentages of second language learners) and for that matter 42 other states. The majority of the standards presented as our Year 11 outcomes are equivalents of U.S. grades 8-10 standards (a few of the outcomes are lower) as presented in these two states. The *Advanced Skills* noted in the document augment the lower grade standards to achieve important expectations in preparation for year 12.

These standards are set out in four domains: Language, Reading, Listening/Speaking, and Writing. They will, when completed, form the goals we are trying to meet with our JNFLSIC students. Future planning for courses, student assessment practices, and student support programs will work backward from these standards down the grade levels to provide the annual plans for student success in reaching these outcomes.

Who is responsible for which portion of the Standards?

The English Language Arts (ELA) standards presented below are intended for instruction by our English Department, both bi-lingual and overseas teachers. There is a set of corresponding standards for subjects in science and social sciences that will become part of our subject area teaching departments over the next year. Those standards are covered in specific sections for teachers of history/social studies, science, and technical subjects, they are not included here. Each section uses the same anchor standards, but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s). At the end of the day we are all responsible for teaching these standards and giving our students the best chance at success in their next academic setting.



LANGUAGE STANDARDS

Language: Conventions, effective use, and vocabulary

The Language Standards (LS) include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, their nuances and on acquiring new vocabulary; particularly general academic and domain- specific words and phrases. (*State of New York Common Core State Standards document*).

CONVENTIONS AND STANDARDS

- LS.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS.11.a Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - LS.11.b Use intensive pronouns (e.g., *myself, ourselves*).
 - LS.11.c Recognize and correct inappropriate shifts in pronoun number and person.
 - LS.11.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - LS.11.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 - LS.11.f Explain the function of phrases and clauses in general and their function in specific sentences.
 - LS.11.g Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - LS.11.h Form and use verbs in the active and passive voice.

Advanced Skills

- LS.11.i Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 - LS.11.j Recognize and correct inappropriate shifts in verb voice and mood.
 - LS.11.k Use parallel structure.
 - LS.11.l 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.
- LS.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS.11.2 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - LS.11.2 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - LS.11.2 Use an ellipsis to indicate an omission
 - LS.11.2 Spell correctly.

Advanced Skills

- LS.11.2 Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- LS.11.2 Use a colon to introduce a list or quotation.
- LS.11.2 Observe hyphenation conventions.

KNOWLEDGE OF LANGUAGE

- LS.11.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - LS.11.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
 - LS.11.3.b Maintain consistency in style and tone.
 - LS.11.3.c Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - LS.11.3.d Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Advanced Skills

- LS.11.3.e 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.
- LS.11.3.f Write and edit work that conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *APA Handbook*) appropriate for the discipline and writing type.
- LS.11.3.g Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

VOCABULARY ACQUISITION AND USE

- LS.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 8–10 reading and content*, choosing flexibly from a range of strategies.
 - LS.11.4.a 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.
 - LS.11.4.b Use common grade appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g. belligerent, bellicose, rebel)
 - LS.11.4.c Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - LS.11.4.d 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.
 - LS.11.4.e 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).
- LS.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - LS.11.5.a Interpret figures of speech (e.g. literary, religious, and mythological

- allusions) in context.
- LS.11.5.b Use word relationships between particular words (e.g. synonym/antonym, analogy) to better understand each of the words

Advanced Skill

- LS.11.5.c Distinguish between connotations (associations) of words with similar denotations (definitions) (e.g. refined, respectful, polite, diplomatic, condescending).
- LS.11.5.d Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
- LS.11.5.e Analyze nuances in the meaning of words with similar denotations.
- LS.11.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- LS.11.6.a Demonstrate the acquisition of a defined JNFLS IC word-list measured at mid-term and end of the year standards.
- LS.11.6.b Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Advanced Skill

- LS.11.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college level.

READING STANDARDS – LITERATURE

Reading: Text complexity and the growth of comprehension

The Reading standards are divided into two sections, a section for working with Reading Literature (RL) and one for working with Reading Informational text (RI). The standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (*State of New York Common Core State Standards document*).

KEY IDEAS AND DETAILS

- RL.11.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.11.2 Determine a theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.

Advanced Skill

- RL.11.2.a 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.
- RL.11.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CRAFT AND STRUCTURE

- RL.11.4 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 choice on meaning and tone.

Advanced Skill

- RL.11.4.a Analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.11.4.b Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.11.5 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.

Advanced Skill

- RL.11.5 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.
- RL.11.5 Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.

- RL.11.5 Analyze how an author develops and contrasts the points of view of different characters or narrators.
- RL.11.5.a Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.11.5.b Analyze full length stories, drama, or poems by authors who represent diverse world cultures.

Advanced Skill:

- RL.11.5.c Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

INTEGRATION OF KNOWLEDGE AND IDEAS

- RL.11.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Advanced Skill

- RL.11.7.a Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.11.8 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RL.11.8.a 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.

Advanced Skill

- RL.11.8.b Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
- RL.11.8.c Self-select text to develop personal preferences.
- RL.11.8.d Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
- RL.11.8.e Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- RL.11.9 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of year 9 (USA High school) text complexity independently and proficiently.

READING STANDARDS – INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

RI.11.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11.1.a Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Advanced Skill

RI.11.1.b Include in the analysis the determination of where the text leaves concepts uncertain.

RI.11.1.c Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11.2 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.

RI.11.2.a Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.11.2.b Determine a central idea of a text and analyze its development over the course of the text.

Advanced Skills

RI.11.2.c Include in the analysis its relationship to supporting ideas; provide an objective summary of the text.

RI.11.2.d 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.

RI.11.3 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).

Advanced Skill

RI.11.3.a Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.11.3.b 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.

CRAFT AND STRUCTURE

RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

Advanced Skills

RI.11.4.a Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.11.4.b Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- RI.11.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.11.5.a 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.
- RI.11.5.b Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.

Advanced Skill

- RI.11.5.c Analyze how the use of text features (e.g. graphics, headers, and captions) in public and academic content.
- RI.11.5.d 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.
- RI.11.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Advanced Skill

- RI.11.6.a Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- RI.11.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.11.7.a Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.11.8 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.
- RI.11.8.a Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;
- RI.11.8.b Recognize when irrelevant evidence is introduced.
- RI.11.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.11.8.a Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- RI.11.8.b Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- RI.11.10 By the end of the year, read and comprehend literary nonfiction with scaffolding as needed at the high end of the year 9-10 text complexity, independently and proficiently.

LISTENING / SPEAKING STANDARDS

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening (SL) standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. (*State of New York Common Core State Standards document*).

COMPREHENSION AND COLLABORATION

- SL.11.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on year 10 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.11.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.11.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - SL.11.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - SL.11.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

Advances Skills

- SL.11.1.e Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
 - SL.11.1.f 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.
 - SL.11.1.g 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.
 - SL.11.1.h Synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - SL.11.1.i Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
- SL.11.2. Interpret information presented in diverse media and formats (e.g., visually, orally, quantitatively) and explain how it contributes to a topic, text, or issue under study.
- SL.11.2.a Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Advanced Skills

- SL.11.2.b Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
 - SL.11.2.c Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - SL.11.2.d Use experiences and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
- SL.11.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.11.2.a Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Advanced Skill

- SL.11.2.b Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.11.2.c 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.

PRESENTATION OF IDEAS AND KNOWLEDGE

- SL.11.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.11.4.a Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the reasoning and the style, organization, development, and substance are appropriate to purpose, (e.g. argumentative, informative, response to literature presentations) audience, and task.

Advanced Skill

- SL.11.4.a Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary and provides a conclusion that summarizes the main points.
 - SL.11.4.a Plan memorize and present a reflective narrative that; explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g. dialogue, pacing, description); and draws comparison between the specific incident and broader themes.
- SL.11.5 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.
- SL.11.5.a Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.)

WRITING STANDARDS

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (*State of New York Common Core State Standards document*).

TEXT TYPES AND PURPOSES

- W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
- W.11.1.a Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically
 - W.11.1.b Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - W.11.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - W.11.1.d Establish and maintain a formal style.
 - W.11.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Advanced Skill

- W.11.1.f 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.
 - W.11.1.g Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - W.11.1.h 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.
 - W.11.1.i Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - W.11.1.j Provide a concluding statement or section that follows from and supports the argument presented.
- W.11.2 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.
- W.11.2.a 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 aiding comprehension.
 - W.11.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended

- definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - W.11.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - W.11.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - W.11.2.f 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).

Advanced Skills

- W.11.2.g Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - W.11.2.h Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11.3.a 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.
 - W.11.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - W.11.3.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - W.11.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - W.11.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

- W.11.4 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.)
- W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3.)
- W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.11.7 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.
- W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
- W.11.8.a Assess the usefulness of each source in answering the research question;
 - W.11.3.b Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11.9.a Apply *grade level Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how King treats a theme or topic from Shelly or Poe or how a later author draws on a play by Shakespeare]”).
 - W.11.9.b Apply *grade level 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”).

RANGE OF WRITING

- W.11.10 Write routinely over extended times (research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.