

PHS CC English III

Extended Standards Power Objective

Strand

Writing

#1- Write arguments.

Supporting Indicators

Learning Standard

Complexity a

Complexity b

Complexity c

Most Complex ←

→ Least Complex

Text Types and Purposes

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Establish a clear and thorough thesis to present a complex argument.

b. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternative or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1a
Generate a position; provide relevant support from the text; examine counterclaims; use appropriate style, tone, and organization; and provide an appropriate conclusion.

W.11-12.1b Compose an argument to support a position by selecting reasons and relevant facts from the text.

W.11-12.1c Generate a written text by selecting reasons and relevant facts including a personal position on a given topic.

<p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
Production and Distribution of Writing			
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	W.11-12.4a Identify the required form of writing to a specific audience based on a given purpose.	W.11-12.4b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.	W.11-12.4c Determine whether a passage is persuasive, informative, or narrative.
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5a Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support.	W.11-12.5b Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support.	W.11-12.5c With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text).
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6a Use information from print or digital sources to produce or update a paragraph on a given topic.	W.11-12.6b Use information from print or digital sources to generate a paragraph relevant to a given topic.	W.11-12.6c Use information from print or digital sources to generate simple sentences that are relevant to a given topic.
Range of Writing			
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	W.11-12.10a Generate written text routinely for a range of discipline-specific tasks, purposes,	W.11-12.10b Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes, and	W.11-12.10c Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes, and audiences

two) for a range of tasks, purposes, and audiences.	and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)	audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)	within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)
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Strand	Language
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Knowledge of Language

L.11-12.3 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. a. Vary syntax for effect, consulting references (e.g., Virginia Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.	L.11-12.3a Apply conventions of language to communicate effectively in different contexts.	L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.	L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.
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Vocabulary Acquisition and Use

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6a Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.	L.11-12.6b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing.	L.11-12.6c Use words acquired through learning activities (e.g., using a science term during a science lab).
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Extended Standards Power Objective

Strand	Writing
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#2- Write informative/explanatory texts.

Supporting Indicators

Learning Standard	Complexity a	Complexity b	Complexity c
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<div> <div>Most Complex</div> <div>←</div> <div>→</div> <div>Least Complex</div> </div>			
Text Types and purposes			
<p>W.11-12.2 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.</p> <p>a. Establish a clear and thorough thesis to present and explain information.</p> <p>b. 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 to aid comprehension, if needed.</p> <p>c. 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.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of</p>	<p>W.11-12.2a</p> <p>Generate a written informative/ explanatory text that provides relevant, well-organized support (including transitions, headings, charts, and graphics). Use appropriate style, tone, and domain-specific terms and provide an appropriate conclusion using a template or graphic organizer with support.</p>	<p>W.11-12.1b Compose an argument to support a position by selecting reasons and relevant facts from the text.</p>	<p>W.11-12.1c Generate a written text by selecting reasons and relevant facts including a personal position on a given topic.</p>

the discipline in which they are writing. g. 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).			
Production and Distribution of Writing			
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	W.11-12.4a Identify the required form of writing to a specific audience based on a given purpose.	W.11-12.4b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.	W.11-12.4c Determine whether a passage is persuasive, informative, or narrative.
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5a Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support.	W.11-12.5b Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support.	W.11-12.5c With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text).
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6a Use information from print or digital sources to produce or update a paragraph on a given topic.	W.11-12.6b Use information from print or digital sources to generate a paragraph relevant to a given topic.	W.11-12.6c Use information from print or digital sources to generate simple sentences that are relevant to a given topic.
Range of Writing			
W.11-12.10 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.	W.11-12.10a Generate written text routinely for a range of discipline-specific tasks, purposes, and audiences within formats and content.	W.11-12.10b Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the	W.11-12.10c Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations

	(Adaptations to the writing expectations should reflect the writing standards above.)	writing expectations should reflect the writing standards above.)	should reflect the writing standards above.)
Strand	Language		
Knowledge of Language			
L.11-12.3 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. a. Vary syntax for effect, consulting references (e.g., Virginia Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.	L.11-12.3a Apply conventions of language to communicate effectively in different contexts.	L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.	L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.
Vocabulary Acquisition and Use			
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6a Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.	L.11-12.6b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing.	L.11-12.6c Use words acquired through learning activities (e.g., using a science term during a science lab).
Extended Standards Power Objective			
Strand	Language		
#3- Write narratives.			
Supporting Indicators			
Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←			→ Least Complex
Text Types and Purposes			

<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p> <p>c. 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).</p> <p>d. Use precise words and phrases, details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W.11-12.3a Generate a narrative text that includes a setting, narrator, and/or characters, and a structured series of events. Include appropriate techniques (e.g., dialogue, pacing, description, reflection) and appropriate sensory language. Provide an appropriate conclusion or resolution.</p>	<p>W.11-12.3b Generate a narrative text that includes dialogue, pacing, description, a logical sequence of events, and a conclusion (e.g., what was experienced, observed, or resolved).</p>	<p>W.11-12.3c Generate narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict.</p>
<p>Production and Distribution of Writing</p>			
<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>W.11-12.4a Identify the required form of writing to a specific audience based on a given purpose.</p>	<p>W.11-12.4b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.</p>	<p>W.11-12.4c Determine whether a passage is persuasive, informative, or narrative.</p>

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5a Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support.	W.11-12.5b Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support.	W.11-12.5c With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text).
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6a Use information from print or digital sources to produce or update a paragraph on a given topic.	W.11-12.6b Use information from print or digital sources to generate a paragraph relevant to a given topic.	W.11-12.6c Use information from print or digital sources to generate simple sentences that are relevant to a given topic.
Range of Writing			
W.11-12.10 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.	W.11-12.10a Generate written text routinely for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)	W.11-12.10b Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)	W.11-12.10c Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)
Strand	Language		
Knowledge of Language			
L.11-12.3 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	L.11-12.3a Apply conventions of language to communicate effectively in different contexts.	L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.	L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.

<p>a. Vary syntax for effect, consulting references (e.g., Virginia Tufte’s <i>Artful Sentences</i>) for guidance as needed.</p> <p>b. Apply an understanding of syntax to the study of complex texts when reading.</p>			
Vocabulary Acquisition and Use			
<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.11-12.6a Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.</p>	<p>L.11-12.6b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing.</p>	<p>L.11-12.6c Use words acquired through learning activities (e.g., using a science term during a science lab).</p>
Extended Standards Power Objective			
Strand	Language		
#4- Initiate and participate effectively in a range of collaborative discussions.			
Supporting Indicators			
Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←————→ Least Complex			
Knowledge of Language			
<p>L.11-12.3 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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Virginia Tufte’s <i>Artful Sentences</i>) for guidance as needed.</p> <p>b. Apply an understanding of syntax to the study of complex texts when reading.</p>	<p>L.11-12.3a Apply conventions of language to communicate effectively in different contexts.</p>	<p>L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.</p>	<p>L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.</p>

Vocabulary Acquisition and Use			
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6a Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.	L.11-12.6b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing.	L.11-12.6c Use words acquired through learning activities (e.g., using a science term during a science lab).
Extended Standards Power Objective			
Strand		Language	
#5- Demonstrate command of the conventions of standard English when writing and/or speaking			
Supporting Indicators			
Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←————→ Least Complex			
Conventions of Standard English			
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	L.11-12.1a Replace unconventional words or phrases with a more-conventional words or phrases; refer to references to check or refine.	L.11-12.1b Choose a more-conventional word or phrase to replace an unconventional word or phrase in a sentence.	L.11-12.1c Match a more-conventional word or phrase to an unconventional word or phrase in a sentence (e.g., Googling = Internet search; adulting = responsibility, maturity).
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2a Generate multiple sentences that contain correct conventions, including	L.11-12.2b Generate several sentences that contain correct conventions of capitalization,	L.11-12.2c Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly.

a. Observe hyphenation conventions. b. Spell words correctly.	capitalization, punctuation, and spelling.	punctuation, and spelling.	
Knowledge of Language			
L.11-12.3 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. a. Vary syntax for effect, consulting references (e.g., Virginia Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.	L.11-12.3a Apply conventions of language to communicate effectively in different contexts.	L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.	L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.