

Course: 7910112 Access English 3/4

Course Number:	7910112 (11 th Grade Standards)
Course Title:	Access English 3/4
Course Abbreviated Title:	Access English 3/4
Course Path	Section: Exceptional Student Education > Grade Group: Senior High and Adult > Subject: Academics – Subject Areas >
Number of Credits:	Multiple (more than 1 credit)
Course Length:	Year (Y)
Course Type:	Core
Requires Qualified Teacher:	Yes
Class Size:	Yes

Basic Information

<u>LAFS.1112.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> 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. 		
	<p>Related Access Points</p> <table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"><u>LAFS.1112.L.1.AP.1a:</u></td> <td>Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.</td> </tr> </table>	<u>LAFS.1112.L.1.AP.1a:</u>	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.
<u>LAFS.1112.L.1.AP.1a:</u>	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.		

LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 				
	<p>Related Access Points</p> <table border="1" data-bbox="492 499 1453 600"> <tr> <td data-bbox="492 499 889 548">LAFS.1112.L.1.AP.2a:</td> <td data-bbox="889 499 1453 548">Follow hyphenation conventions.</td> </tr> <tr> <td data-bbox="492 548 889 600">LAFS.1112.L.1.AP.2b:</td> <td data-bbox="889 548 1453 600">Spell correctly in writing.</td> </tr> </table>	LAFS.1112.L.1.AP.2a:	Follow hyphenation conventions.	LAFS.1112.L.1.AP.2b:	Spell correctly in writing.
LAFS.1112.L.1.AP.2a:	Follow hyphenation conventions.				
LAFS.1112.L.1.AP.2b:	Spell correctly in writing.				
LAFS.1112.L.2.3:	<p>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> <ol style="list-style-type: none"> a. 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. 				
	<p>Related Access Points</p> <table border="1" data-bbox="492 982 1453 1121"> <tr> <td data-bbox="492 982 800 1031">LAFS.1112.L.2.AP.3a:</td> <td data-bbox="800 982 1453 1031">Vary syntax within writing for effect.</td> </tr> <tr> <td data-bbox="492 1031 800 1121">LAFS.1112.L.2.AP.3b:</td> <td data-bbox="800 1031 1453 1121">Write and edit work to conform to guidelines in a style manual.</td> </tr> </table>	LAFS.1112.L.2.AP.3a:	Vary syntax within writing for effect.	LAFS.1112.L.2.AP.3b:	Write and edit work to conform to guidelines in a style manual.
LAFS.1112.L.2.AP.3a:	Vary syntax within writing for effect.				
LAFS.1112.L.2.AP.3b:	Write and edit work to conform to guidelines in a style manual.				
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. 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). 				
	<p>Related Access Points</p>				

	LAFS.1112.L.3.AP.4a:	Verify the prediction of the meaning of a new word or phrase.
	LAFS.1112.L.3.AP.4b:	Consult reference materials to find the synonym for a word.
	LAFS.1112.L.3.AP.4c:	Consult reference materials to find the precise meaning of a word.
	LAFS.1112.L.3.AP.4d:	Consult reference materials to find the part of speech for a word.
	LAFS.1112.L.3.AP.4e:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	
	Related Access Points	
	LAFS.1112.L.3.AP.5a:	Interpret how literary devices advance the plot and affect the tone or pacing of a work.
	LAFS.1112.L.3.AP.5b:	Identify the denotation for a known word.
	LAFS.1112.L.3.AP.5c:	Explain differences or changes in the meaning of words with similar denotations.
	LAFS.1112.L.3.AP.5d:	Identify hyperbole in a text.
	LAFS.1112.L.3.AP.5e:	Interpret figures of speech in context.
LAFS.1112.L.3.6:	<p>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>	
	Related Access Points	
	LAFS.1112.L.3.AP.6a:	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
	LAFS.1112.L.3.AP.6b:	Use newly acquired domain-specific words and phrases accurately.

<u>LAFS.1112.RI.1.1:</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.								
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 390 813 510"><u>LAFS.1112.RI.1.AP.1a:</u></td> <td data-bbox="813 390 1453 510">Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.</td> </tr> <tr> <td data-bbox="492 510 813 630"><u>LAFS.1112.RI.1.AP.1b:</u></td> <td data-bbox="813 510 1453 630">Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.</td> </tr> </table>	<u>LAFS.1112.RI.1.AP.1a:</u>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.	<u>LAFS.1112.RI.1.AP.1b:</u>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.				
<u>LAFS.1112.RI.1.AP.1a:</u>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.								
<u>LAFS.1112.RI.1.AP.1b:</u>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.								
<u>LAFS.1112.RI.1.2:</u>	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.								
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 873 813 919"><u>LAFS.1112.RI.1.AP.2a:</u></td> <td data-bbox="813 873 1453 919">Determine two or more central ideas of a text.</td> </tr> <tr> <td data-bbox="492 919 813 966"><u>LAFS.1112.RI.1.AP.2b:</u></td> <td data-bbox="813 919 1453 966">Determine how the central ideas develop.</td> </tr> <tr> <td data-bbox="492 966 813 1085"><u>LAFS.1112.RI.1.AP.2c:</u></td> <td data-bbox="813 966 1453 1085">Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.</td> </tr> <tr> <td data-bbox="492 1085 813 1131"><u>LAFS.1112.RI.1.AP.2d:</u></td> <td data-bbox="813 1085 1453 1131">Provide/create an objective summary of a text.</td> </tr> </table>	<u>LAFS.1112.RI.1.AP.2a:</u>	Determine two or more central ideas of a text.	<u>LAFS.1112.RI.1.AP.2b:</u>	Determine how the central ideas develop.	<u>LAFS.1112.RI.1.AP.2c:</u>	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.	<u>LAFS.1112.RI.1.AP.2d:</u>	Provide/create an objective summary of a text.
<u>LAFS.1112.RI.1.AP.2a:</u>	Determine two or more central ideas of a text.								
<u>LAFS.1112.RI.1.AP.2b:</u>	Determine how the central ideas develop.								
<u>LAFS.1112.RI.1.AP.2c:</u>	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.								
<u>LAFS.1112.RI.1.AP.2d:</u>	Provide/create an objective summary of a text.								
<u>LAFS.1112.RI.1.3:</u>	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.								
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 1339 813 1459"><u>LAFS.1112.RI.1.AP.3a:</u></td> <td data-bbox="813 1339 1453 1459">Analyze key points throughout a text to determine the organizational pattern or text structure.</td> </tr> <tr> <td data-bbox="492 1459 813 1612"><u>LAFS.1112.RI.1.AP.3b:</u></td> <td data-bbox="813 1459 1453 1612">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.</td> </tr> </table>	<u>LAFS.1112.RI.1.AP.3a:</u>	Analyze key points throughout a text to determine the organizational pattern or text structure.	<u>LAFS.1112.RI.1.AP.3b:</u>	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.				
<u>LAFS.1112.RI.1.AP.3a:</u>	Analyze key points throughout a text to determine the organizational pattern or text structure.								
<u>LAFS.1112.RI.1.AP.3b:</u>	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.								
<u>LAFS.1112.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).								
	Related Access Points								

	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings. <u>LAFS.1112.RI.2.AP.4a:</u>
<u>LAFS.1112.RI.2.5:</u>	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.
	Related Access Points
	<u>LAFS.1112.RI.2.AP.5a:</u> Analyze the structure an author uses in his or her exposition or argument.
	<u>LAFS.1112.RI.2.AP.5b:</u> Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear and convincing.
<u>LAFS.1112.RI.2.6:</u>	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.
	Related Access Points
	<u>LAFS.1112.RI.2.AP.6a:</u> Determine the author’s point of view or purpose in a text.
	<u>LAFS.1112.RI.2.AP.6b:</u> Determine what arguments the author makes.
	<u>LAFS.1112.RI.2.AP.6c:</u> Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.
<u>LAFS.1112.RI.3.7:</u>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	Related Access Points
	<u>LAFS.1112.RI.3.AP.7a:</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<u>LAFS.1112.RI.3.8:</u>	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 268 813 352">LAFS.1112.RI.3.AP.8a:</td> <td data-bbox="813 268 1463 352">Identify claims made by the author as being fact or opinion.</td> </tr> <tr> <td data-bbox="492 352 813 405">LAFS.1112.RI.3.AP.8b:</td> <td data-bbox="813 352 1463 405">Distinguish reliable sources from non-reliable.</td> </tr> <tr> <td data-bbox="492 405 813 489">LAFS.1112.RI.3.AP.8c:</td> <td data-bbox="813 405 1463 489">Evaluate the premises, purposes and argument that the author makes.</td> </tr> <tr> <td data-bbox="492 489 813 604">LAFS.1112.RI.3.AP.8d:</td> <td data-bbox="813 489 1463 604">Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</td> </tr> <tr> <td data-bbox="492 604 813 695">LAFS.1112.RI.3.AP.8e:</td> <td data-bbox="813 604 1463 695">Assess the validity of the premises, purposes and arguments across texts on related topics.</td> </tr> </table>	LAFS.1112.RI.3.AP.8a:	Identify claims made by the author as being fact or opinion.	LAFS.1112.RI.3.AP.8b:	Distinguish reliable sources from non-reliable.	LAFS.1112.RI.3.AP.8c:	Evaluate the premises, purposes and argument that the author makes.	LAFS.1112.RI.3.AP.8d:	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.	LAFS.1112.RI.3.AP.8e:	Assess the validity of the premises, purposes and arguments across texts on related topics.
LAFS.1112.RI.3.AP.8a:	Identify claims made by the author as being fact or opinion.										
LAFS.1112.RI.3.AP.8b:	Distinguish reliable sources from non-reliable.										
LAFS.1112.RI.3.AP.8c:	Evaluate the premises, purposes and argument that the author makes.										
LAFS.1112.RI.3.AP.8d:	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.										
LAFS.1112.RI.3.AP.8e:	Assess the validity of the premises, purposes and arguments across texts on related topics.										
<p><u>LAFS.1112.RI.3.9:</u></p>	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>										
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 968 813 1192">LAFS.1112.RI.3.AP.9a:</td> <td data-bbox="813 968 1463 1192">Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").</td> </tr> <tr> <td data-bbox="492 1192 813 1394">LAFS.1112.RI.3.AP.9b:</td> <td data-bbox="813 1192 1463 1394">Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").</td> </tr> </table>	LAFS.1112.RI.3.AP.9a:	Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").	LAFS.1112.RI.3.AP.9b:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").						
LAFS.1112.RI.3.AP.9a:	Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").										
LAFS.1112.RI.3.AP.9b:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").										
<p><u>LAFS.1112.RI.4.10:</u></p>	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>										
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 1745 813 1866">LAFS.1112.RI.4.AP.10a:</td> <td data-bbox="813 1745 1463 1866">Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.</td> </tr> </table>	LAFS.1112.RI.4.AP.10a:	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.								
LAFS.1112.RI.4.AP.10a:	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.										

	LAFS.1112.RI.4.AP.10b:	Independently read challenging, grade-appropriate texts.
	LAFS.1112.RI.4.AP.10c:	Use a variety of strategies to derive meaning from a variety of print/non-print texts.
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	Related Access Points	
	LAFS.1112.RL.1.AP.1a:	Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.
	LAFS.1112.RL.1.AP.1b:	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.
	LAFS.1112.RL.1.AP.1c:	Use evidence to support conclusions about ideas not explicitly stated in the text.
LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
	Related Access Points	
	LAFS.1112.RL.1.AP.2a:	Determine two or more themes or central ideas of an adapted grade-appropriate text.
	LAFS.1112.RL.1.AP.2b:	Determine how the theme develops.
	LAFS.1112.RL.1.AP.2c:	Provide/create an objective summary of a text.
LAFS.1112.RL.1.3:	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
	Related Access Points	
	LAFS.1112.RL.1.AP.3a:	Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
	LAFS.1112.RL.1.AP.3b:	Analyze the author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
	<p>Related Access Points</p> <p>LAFS.1112.RL.2.AP.4a: Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.</p>
LAFS.1112.RL.2.5:	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	<p>Related Access Points</p> <p>LAFS.1112.RL.2.AP.5a: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</p>
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	<p>Related Access Points</p> <p>LAFS.1112.RL.2.AP.6a: Define satire, sarcasm and irony.</p> <p>LAFS.1112.RL.2.AP.6b: Differentiate what is directly stated in a text from what is meant.</p>
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	<p>Related Access Points</p> <p>LAFS.1112.RL.3.AP.7a: Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-

	<p>century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>						
	<p>Related Access Points</p> <p><u>LAFS.1112.RL.3.AP.9a:</u> Demonstrate knowledge of eighteenth, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).</p>						
<u>LAFS.1112.RL.4.10:</u>	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>						
	<p>Related Access Points</p> <table border="1"> <tr> <td><u>LAFS.1112.RL.4.AP.10a:</u></td> <td>Read or listen to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels, fiction and nonfiction.</td> </tr> <tr> <td><u>LAFS.1112.RL.4.AP.10b:</u></td> <td>Independently read or listen to texts or grade-appropriate adapted texts.</td> </tr> <tr> <td><u>LAFS.1112.RL.4.AP.10c:</u></td> <td>Use a variety of strategies to derive meaning from a variety of texts.</td> </tr> </table>	<u>LAFS.1112.RL.4.AP.10a:</u>	Read or listen to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels, fiction and nonfiction.	<u>LAFS.1112.RL.4.AP.10b:</u>	Independently read or listen to texts or grade-appropriate adapted texts.	<u>LAFS.1112.RL.4.AP.10c:</u>	Use a variety of strategies to derive meaning from a variety of texts.
<u>LAFS.1112.RL.4.AP.10a:</u>	Read or listen to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels, fiction and nonfiction.						
<u>LAFS.1112.RL.4.AP.10b:</u>	Independently read or listen to texts or grade-appropriate adapted texts.						
<u>LAFS.1112.RL.4.AP.10c:</u>	Use a variety of strategies to derive meaning from a variety of texts.						
<u>LAFS.1112.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 						

	<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>														
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 499 816 621">LAFS.1112.SL.1.AP.1a:</td> <td data-bbox="816 499 1453 621">Consider a full range of ideas or positions on a given topic or text when presented in a discussion.</td> </tr> <tr> <td data-bbox="492 621 816 743">LAFS.1112.SL.1.AP.1b:</td> <td data-bbox="816 621 1453 743">Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.</td> </tr> <tr> <td data-bbox="492 743 816 865">LAFS.1112.SL.1.AP.1c:</td> <td data-bbox="816 743 1453 865">Summarize points of agreement and disagreement within a discussion on a given topic or text.</td> </tr> <tr> <td data-bbox="492 865 816 987">LAFS.1112.SL.1.AP.1d:</td> <td data-bbox="816 865 1453 987">Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</td> </tr> <tr> <td data-bbox="492 987 816 1108">LAFS.1112.SL.1.AP.1e:</td> <td data-bbox="816 987 1453 1108">Work with peers to promote democratic discussions.</td> </tr> <tr> <td data-bbox="492 1108 816 1230">LAFS.1112.SL.1.AP.1f:</td> <td data-bbox="816 1108 1453 1230">Actively seek the ideas or opinions of others in a discussion on a given topic or text.</td> </tr> <tr> <td data-bbox="492 1230 816 1241">LAFS.1112.SL.1.AP.1g:</td> <td data-bbox="816 1230 1453 1241">Engage appropriately in discussion with others who have a diverse or divergent perspectives.</td> </tr> </table>	LAFS.1112.SL.1.AP.1a:	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	LAFS.1112.SL.1.AP.1b:	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.	LAFS.1112.SL.1.AP.1c:	Summarize points of agreement and disagreement within a discussion on a given topic or text.	LAFS.1112.SL.1.AP.1d:	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	LAFS.1112.SL.1.AP.1e:	Work with peers to promote democratic discussions.	LAFS.1112.SL.1.AP.1f:	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	LAFS.1112.SL.1.AP.1g:	Engage appropriately in discussion with others who have a diverse or divergent perspectives.
LAFS.1112.SL.1.AP.1a:	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.														
LAFS.1112.SL.1.AP.1b:	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.														
LAFS.1112.SL.1.AP.1c:	Summarize points of agreement and disagreement within a discussion on a given topic or text.														
LAFS.1112.SL.1.AP.1d:	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.														
LAFS.1112.SL.1.AP.1e:	Work with peers to promote democratic discussions.														
LAFS.1112.SL.1.AP.1f:	Actively seek the ideas or opinions of others in a discussion on a given topic or text.														
LAFS.1112.SL.1.AP.1g:	Engage appropriately in discussion with others who have a diverse or divergent perspectives.														
LAFS.1112.SL.1.2:	<p>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.</p>														
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 1472 816 1598">LAFS.1112.SL.1.AP.2a:</td> <td data-bbox="816 1472 1453 1598">Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</td> </tr> </table>	LAFS.1112.SL.1.AP.2a:	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.												
LAFS.1112.SL.1.AP.2a:	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.														
LAFS.1112.SL.1.3:	<p>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.</p>														
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="492 1797 816 1885">LAFS.1112.SL.1.AP.3a:</td> <td data-bbox="816 1797 1453 1885">Determine the speaker’s point of view or purpose in a text.</td> </tr> </table>	LAFS.1112.SL.1.AP.3a:	Determine the speaker’s point of view or purpose in a text.												
LAFS.1112.SL.1.AP.3a:	Determine the speaker’s point of view or purpose in a text.														

	<p><u>LAFS.1112.SL.1.AP.3b:</u> Determine what arguments the speaker makes.</p> <p><u>LAFS.1112.SL.1.AP.3c:</u> Evaluate the evidence used to make the speaker’s argument.</p> <p><u>LAFS.1112.SL.1.AP.3d:</u> Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.</p>
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	<p>Related Access Points</p> <p><u>LAFS.1112.SL.2.AP.4a:</u> Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.</p>
<u>LAFS.1112.SL.2.5:</u>	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.
	<p>Related Access Points</p> <p><u>LAFS.1112.SL.2.AP.5a:</u> Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	<p>Related Access Points</p> <p><u>LAFS.1112.SL.2.AP.6a:</u> Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).</p>
<u>LAFS.1112.W.1.1:</u>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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 claim(s), counterclaims, reasons, and evidence. b. 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

	<p>audience’s knowledge level, concerns, values, and possible biases.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>																				
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="490 680 808 764"><u>LAFS.1112.W.1.AP.1a:</u></td> <td data-bbox="808 680 1448 764">Introduce claim(s) for an argument that reflects knowledge of the topic.</td> </tr> <tr> <td data-bbox="490 764 808 848"><u>LAFS.1112.W.1.AP.1b:</u></td> <td data-bbox="808 764 1448 848">Use context or related text to establish the significance of the claim(s).</td> </tr> <tr> <td data-bbox="490 848 808 932"><u>LAFS.1112.W.1.AP.1c:</u></td> <td data-bbox="808 848 1448 932">Identify claim(s) from alternate or opposing claims(s) in writing.</td> </tr> <tr> <td data-bbox="490 932 808 1129"><u>LAFS.1112.W.1.AP.1d:</u></td> <td data-bbox="808 932 1448 1129">Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.</td> </tr> <tr> <td data-bbox="490 1129 808 1213"><u>LAFS.1112.W.1.AP.1e:</u></td> <td data-bbox="808 1129 1448 1213">Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</td> </tr> <tr> <td data-bbox="490 1213 808 1297"><u>LAFS.1112.W.1.AP.1f:</u></td> <td data-bbox="808 1213 1448 1297">Develop clear claim(s) with the most relevant evidence for a topic or text.</td> </tr> <tr> <td data-bbox="490 1297 808 1381"><u>LAFS.1112.W.1.AP.1g:</u></td> <td data-bbox="808 1297 1448 1381">Use words, phrases and clauses to create cohesion within writing.</td> </tr> <tr> <td data-bbox="490 1381 808 1499"><u>LAFS.1112.W.1.AP.1h:</u></td> <td data-bbox="808 1381 1448 1499">Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.</td> </tr> <tr> <td data-bbox="490 1499 808 1659"><u>LAFS.1112.W.1.AP.1i:</u></td> <td data-bbox="808 1499 1448 1659">Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).</td> </tr> <tr> <td data-bbox="490 1659 808 1810"><u>LAFS.1112.W.1.AP.1j:</u></td> <td data-bbox="808 1659 1448 1810">Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</td> </tr> </table>	<u>LAFS.1112.W.1.AP.1a:</u>	Introduce claim(s) for an argument that reflects knowledge of the topic.	<u>LAFS.1112.W.1.AP.1b:</u>	Use context or related text to establish the significance of the claim(s).	<u>LAFS.1112.W.1.AP.1c:</u>	Identify claim(s) from alternate or opposing claims(s) in writing.	<u>LAFS.1112.W.1.AP.1d:</u>	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.	<u>LAFS.1112.W.1.AP.1e:</u>	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	<u>LAFS.1112.W.1.AP.1f:</u>	Develop clear claim(s) with the most relevant evidence for a topic or text.	<u>LAFS.1112.W.1.AP.1g:</u>	Use words, phrases and clauses to create cohesion within writing.	<u>LAFS.1112.W.1.AP.1h:</u>	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	<u>LAFS.1112.W.1.AP.1i:</u>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	<u>LAFS.1112.W.1.AP.1j:</u>	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.
<u>LAFS.1112.W.1.AP.1a:</u>	Introduce claim(s) for an argument that reflects knowledge of the topic.																				
<u>LAFS.1112.W.1.AP.1b:</u>	Use context or related text to establish the significance of the claim(s).																				
<u>LAFS.1112.W.1.AP.1c:</u>	Identify claim(s) from alternate or opposing claims(s) in writing.																				
<u>LAFS.1112.W.1.AP.1d:</u>	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.																				
<u>LAFS.1112.W.1.AP.1e:</u>	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.																				
<u>LAFS.1112.W.1.AP.1f:</u>	Develop clear claim(s) with the most relevant evidence for a topic or text.																				
<u>LAFS.1112.W.1.AP.1g:</u>	Use words, phrases and clauses to create cohesion within writing.																				
<u>LAFS.1112.W.1.AP.1h:</u>	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.																				
<u>LAFS.1112.W.1.AP.1i:</u>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).																				
<u>LAFS.1112.W.1.AP.1j:</u>	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.																				
<u>LAFS.1112.W.1.2:</u>	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.

- a. 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.
- 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 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.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- 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).

Related Access Points

LAFS.1112.W.1.AP.2a:	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
LAFS.1112.W.1.AP.2b:	Provide a clear introduction previewing information to follow and summarizing stated focus.
LAFS.1112.W.1.AP.2c:	Provide the facts, extended definitions, concrete details, quotations or other information and examples that are most relevant to the focus and appropriate for the audience.
LAFS.1112.W.1.AP.2d:	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
LAFS.1112.W.1.AP.2e:	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LAFS.1112.W.1.AP.2f:	Maintain a consistent style and voice throughout

		writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
	LAFS.1112.W.1.AP.2g:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	LAFS.1112.W.1.AP.2h:	Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	
	Related Access Points	
	LAFS.1112.W.1.AP.3a:	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.
	LAFS.1112.W.1.AP.3b:	Engage and orient the reader to the narrator and/or characters.
	LAFS.1112.W.1.AP.3c:	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
	LAFS.1112.W.1.AP.3d:	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as

		appropriate in writing.
	<u>LAFS.1112.W.1.AP.3e:</u>	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).
	<u>LAFS.1112.W.1.AP.3f:</u>	Create a smooth progression of experiences or events.
	<u>LAFS.1112.W.1.AP.3g:</u>	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
	<u>LAFS.1112.W.1.AP.3h:</u>	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<u>LAFS.1112.W.2.4:</u>	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.)	
	Related Access Points	
	<u>LAFS.1112.W.2.AP.4a:</u>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).
	<u>LAFS.1112.W.2.AP.4b:</u>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
	<u>LAFS.1112.W.2.AP.4c:</u>	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to argue or support claims) or audience.
<u>LAFS.1112.W.2.5:</u>	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.	
	Related Access Points	
	<u>LAFS.1112.W.2.AP.5a:</u>	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	<u>LAFS.1112.W.2.AP.5b:</u>	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).

	<table border="1"> <tr> <td>LAFS.1112.W.2.AP.5c:</td> <td>Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).</td> </tr> <tr> <td>LAFS.1112.W.2.AP.5d:</td> <td>Strengthen writing by revising and editing.</td> </tr> <tr> <td>LAFS.1112.W.2.AP.5e:</td> <td>Strengthen writing by revising and editing (e.g., review product, strengthening story).</td> </tr> </table>	LAFS.1112.W.2.AP.5c:	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).	LAFS.1112.W.2.AP.5d:	Strengthen writing by revising and editing.	LAFS.1112.W.2.AP.5e:	Strengthen writing by revising and editing (e.g., review product, strengthening story).
LAFS.1112.W.2.AP.5c:	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).						
LAFS.1112.W.2.AP.5d:	Strengthen writing by revising and editing.						
LAFS.1112.W.2.AP.5e:	Strengthen writing by revising and editing (e.g., review product, strengthening story).						
LAFS.1112.W.2.6:	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.						
	<p>Related Access Points</p> <table border="1"> <tr> <td>LAFS.1112.W.2.AP.6a:</td> <td>Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).</td> </tr> </table>	LAFS.1112.W.2.AP.6a:	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).				
LAFS.1112.W.2.AP.6a:	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).						
LAFS.1112.W.3.7:	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.						
	<p>Related Access Points</p> <table border="1"> <tr> <td>LAFS.1112.W.3.AP.7a:</td> <td>Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</td> </tr> </table>	LAFS.1112.W.3.AP.7a:	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).				
LAFS.1112.W.3.AP.7a:	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).						
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.						
	<p>Related Access Points</p> <table border="1"> <tr> <td>LAFS.1112.W.3.AP.8a:</td> <td>Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.</td> </tr> <tr> <td>LAFS.1112.W.3.AP.8b:</td> <td>Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</td> </tr> </table>	LAFS.1112.W.3.AP.8a:	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	LAFS.1112.W.3.AP.8b:	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.		
LAFS.1112.W.3.AP.8a:	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.						
LAFS.1112.W.3.AP.8b:	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.						

	<table border="1"> <tr> <td>LAFS.1112.W.3.AP.8c:</td> <td>Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.</td> </tr> <tr> <td>LAFS.1112.W.3.AP.8d:</td> <td>Use a standard format to write citations.</td> </tr> <tr> <td>LAFS.1112.W.3.AP.8e:</td> <td>Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</td> </tr> </table>	LAFS.1112.W.3.AP.8c:	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.	LAFS.1112.W.3.AP.8d:	Use a standard format to write citations.	LAFS.1112.W.3.AP.8e:	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.
LAFS.1112.W.3.AP.8c:	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.						
LAFS.1112.W.3.AP.8d:	Use a standard format to write citations.						
LAFS.1112.W.3.AP.8e:	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.						
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>						
	<p>Related Access Points</p> <table border="1"> <tr> <td>LAFS.1112.W.3.AP.9a:</td> <td>Provide evidence from literary or information texts to support analysis, reflection and research.</td> </tr> <tr> <td>LAFS.1112.W.3.AP.9b:</td> <td>Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.</td> </tr> <tr> <td>LAFS.1112.W.3.AP.9c:</td> <td>Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).</td> </tr> </table>	LAFS.1112.W.3.AP.9a:	Provide evidence from literary or information texts to support analysis, reflection and research.	LAFS.1112.W.3.AP.9b:	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	LAFS.1112.W.3.AP.9c:	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).
LAFS.1112.W.3.AP.9a:	Provide evidence from literary or information texts to support analysis, reflection and research.						
LAFS.1112.W.3.AP.9b:	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.						
LAFS.1112.W.3.AP.9c:	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).						
LAFS.1112.W.4.10:	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.						
	<p>Related Access Points</p> <table border="1"> <tr> <td>LAFS.1112.W.4.AP.10a:</td> <td>Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.</td> </tr> </table>	LAFS.1112.W.4.AP.10a:	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.				
LAFS.1112.W.4.AP.10a:	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.						

	LAFS.1112.W.4.AP.10b:	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.						
<u>HE.912.B.4.1:</u>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>							
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="490 720 727 919"><u>HE.912.B.4.In.a:</u></td> <td data-bbox="727 720 1448 919">Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</td> </tr> <tr> <td data-bbox="490 919 727 1119"><u>HE.912.B.4.Su.a:</u></td> <td data-bbox="727 919 1448 1119">Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</td> </tr> <tr> <td data-bbox="490 1119 727 1268"><u>HE.912.B.4.Pa.a:</u></td> <td data-bbox="727 1119 1448 1268">Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.</td> </tr> </table>		<u>HE.912.B.4.In.a:</u>	Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.	<u>HE.912.B.4.Su.a:</u>	Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.	<u>HE.912.B.4.Pa.a:</u>	Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.
<u>HE.912.B.4.In.a:</u>	Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.							
<u>HE.912.B.4.Su.a:</u>	Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.							
<u>HE.912.B.4.Pa.a:</u>	Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.							
<u>HE.912.B.4.2:</u>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>							
	<p>Related Access Points</p> <table border="1"> <tr> <td data-bbox="490 1591 727 1791"><u>HE.912.B.4.In.b:</u></td> <td data-bbox="727 1591 1448 1791">Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.</td> </tr> <tr> <td data-bbox="490 1791 727 1854"><u>HE.912.B.4.Su.b:</u></td> <td data-bbox="727 1791 1448 1854">Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or</td> </tr> </table>		<u>HE.912.B.4.In.b:</u>	Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.	<u>HE.912.B.4.Su.b:</u>	Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or		
<u>HE.912.B.4.In.b:</u>	Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.							
<u>HE.912.B.4.Su.b:</u>	Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or							

		reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.
	HE.912.B.4.Pa.b:	Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.	
	Related Access Points	
	SS.912.C.1.In.c:	Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence.
	SS.912.C.1.Su.c:	Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.
	SS.912.C.1.Pa.c:	Recognize government of the people as a principle of the Declaration of Independence.
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>	
	Related Access Points	
	SS.912.C.2.In.i:	Identify the expansion of civil rights as reflected in the Declaration of Independence, the Constitution and its amendments, and the Voting Rights Act of 1965.
	SS.912.C.2.Su.i:	Recognize the expansion of civil rights as reflected in the Constitution and its amendments.
	SS.912.C.2.Pa.i:	Recognize examples of civil rights.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	