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

RST 11-12.1
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Essential Skills and Concepts:
- ❑ Analyze the text
- ❑ Identify what is explicitly stated in the text
- ❑ Infer additional information from a text
- ❑ Distinguish between inferences and explicit ideas
- ❑ Determine uncertainties in the text

Question Stems and Prompts:
- ✓ What is stated explicitly in the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What can you infer from the text? Why?
- ✓ What evidence leads you to this conclusion?
- ✓ What evidence is most supportive of your analysis?
- ✓ Where does the text leave have gaps or inconsistencies?
- ✓ What additional information is necessary?

Tier 2

Academic Vocabulary	Spanish Cognates
• cite	citar
• thorough	
• textual	textual
• analysis	análisis
• explicit	explícito
• inference	inferencia
• uncertain	incierto/a (adj.)
• conclusion	conclusión
• supportive	

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

RST 11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Essential Skills and Concepts:
- ❑ Identify the central idea
- ❑ Analyze how central ideas interact and build on each other
- ❑ Analyze the role of supporting ideas to the central idea
- ❑ Provide an objective summary of text
- ❑ Identify key detail, concepts or processes that support the central idea

Question Stems and Prompts:
- ✓ What is the central idea of the text?
- ✓ What key details, concepts or processes are included in the text?
- ✓ Which elements help to develop the central ideas of the text?
- ✓ How would you objectively summarize the text?

Tier 2

Academic Vocabulary	Spanish Cognates
• determine	determinar
• central idea	idea central
• analyze	analizar
• text	texto
• interact	interactuar
• complete	completo
• objective	objetivo
• paraphrase	parafrasear
• summarize	

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

RST 11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Essential Skills and Concepts:
- ❑ Identify a series of ideas or events that are connected
- ❑ Analyze hypotheses
- ❑ Support hypotheses and questions with textual evidence.

Question Stems and Prompts:
- ✓ What analysis or series of ideas or events does the author provide?
- • In what order are _____? What effect does the order of_____ have?
- • What is your hypothesis?
- • Did your results match information read in other texts?

Tier 2

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• analysis	análisis
• series	serie
• introduce	introducir
• develop	
• connections	conexiones
• multistep	
• procedure	
• hypothesis	
• experiment	

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

RH 11-12.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

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

Question Stems and Prompts:
- ✓ What technical meanings are required and used in text?
- ✓ Which words are used repeatedly and impact the meaning of the text?
- ✓ What technical terms did the author use, and why were these important?

Tier 2

Academic Vocabulary	Spanish Cognates
• technical meanings	
• refining meaning	
• technical terms	términos técnicos
• symbols	
• key terms	
• interpret	
• analyze	analizar

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

RST 11-12.5
Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Essential Skills and Concepts:
- ❑ Analyze text structure
- ❑ Analyze the effectiveness of text structure
- ❑ Categorize information

Question Stems and Prompts:
- ❑ What text structure is used in the exposition or argument?
- ❑ Is the organization of the exposition or argument effective? Why or why not?
- ❑ What points does the author emphasize?
- ❑ Identify techniques that the author uses to convince and/or engage the reader.
- ❑ How do the text features assist the reader?

Tier 2
Academic Vocabulary	Spanish Cognates
• effectiveness	eficacia
• structure	estructura
• engaging	
• convincing	convincente
• argument	
• categories	
• hierarchies	
• supporting details	

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

RST 11-12.6
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Essential Skills and Concepts:
- ❑ Determine author's purpose
- ❑ Analyze content
- ❑ Appreciate aesthetics of text
- ❑ Analyze claims and reasoning
- ❑ Identify unresolved issues

Question Stems and Prompts:
- ✓ What is the author's purpose?
- ✓ Why is the content of the text important?
- ✓ How does the author address important issues to support his/her purpose?

Tier 2
Academic Vocabulary	Spanish Cognates
• effective	efectivo/a (adj.)
• analyze	analizar
• content	contenido
• contribute	contribuir
• purpose	propósito

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

RST 11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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

Question Stems and Prompts:
- ✓ Which medium is used to present the subject?
- ✓ How is the information formatted in each medium?
- ✓ Which details are emphasized in the different media?
- ✓ What information can be gleaned from each medium?
- ✓ Do the various sources of information share complimentary or congruent ideas?
- ✓ Did you find connections among the various media?
- ✓ How does the use of a certain medium affect the account?

Tier 2
Academic Vocabulary	Spanish Cognates
integrate	integrar
evaluate	evaluar
multiple sources	
media	los medios de comunicación
formats	formatos
visually	visualmente
quantitatively	cuantitativamente
address	

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

RST 11-12.8
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Essential Skills and Concepts:
- ❒ Identify and understand author's hypothesis, data, analysis and conclusions
- ❒ Verify data
- ❒ Evaluate reasoning
- ❒ Evaluate multiple sources of information on same topic

Question Stems and Prompts:
- ✓ What type of text is this? What is the context of its use?
- ✓ What data supports the hypothesis?
- ✓ What evidence is presented?
- ✓ Is the reasoning presented logical?
- ✓ What other sources of information corroborate the claims?

Tier 2
Academic Vocabulary	Spanish Cognates
evaluate	evaluar
reasoning	razonamiento
opinions	opiniones
premises	
purposes	propósito
corroborate	
analysis	
conclusion	
data	

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

RST 11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Essential Skills and Concepts:
- Evaluate information from various sources
- Understand the process, phenomenon or concept presented
- Identify conflicting information

Question Stems and Prompts:
- ✓ What conclusion can be made from all the sources evaluated?
- ✓ What is the process/phenomenon/concept?
- ✓ How could you resolve conflicting information in _____?

Tier 2
Academic Vocabulary:	Spanish Cognates
analyze	analizar
connection	conexión
process	
phenomenon	
concepts	conceptos
conflict	

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

RST 11-12.10
By the end of grade 12, read and comprehended science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

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

Question Stems and Prompts:
- ✓ What is the topic of the selection?
- ✓ Was this passage to easy? Too difficult?
- ✓ Did you use text features before you began reading?
- ✓ Did you take notes on the text's main theme and details?
- ✓ What did you learn from skimming the text before reading?
- ✓ What parts did you understand? What can you do to aid in your comprehension?
- ✓ Can you orally summarize for me what you read?
- ✓ Can you outline the key ideas of the text?

Tier 2
Academic Vocabulary	Spanish Cognates
text	texto
complexity	complejidad
scaffolding	
comprehend	comprender
nonfiction	no de ficción
outline	

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

WHST 11-12.1
Write arguments focused on *discipline-specific content.*

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s).

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

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

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

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

WHST 11-12.1 – (Continued)

Question Stems and Prompts:
- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ How can you support your assertion by appealing to logic (reasoning)?
- ✓ Can you support your assertion by appealing to emotion? How?
- ✓ What considerations should be addressed regarding the audience's knowledge /values/biases of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support the argument presented?

Tier 2

Academic Vocabulary:	Spanish Cognates
• argument	argumento
• claims	reclamos
• analysis	análisis
• topic	
• valid	válido/a (adj.)
• reasoning	razonamiento
• relevant/pertinent	pertinente
• evidence	
• precise	preciso
• significant	significante
• opposing claim	
• sequence	secuencia
• counterclaim	
• rhetorical device	
• personal anecdote	anécdota personal
• analogy	analogía
• formal style	estilo formál
• objective tone	tono objetivo
• concluding statement	
• logically sequenced	una secuencia lógica

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

WHST 11-12.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics, (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating the implications or significance of the topic).

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

W 11.12.2 – (Continued)

Question Stems and Prompts:
✓ How can you clearly introduce your topic?
✓ What information will you provide in the preview following the topic/thesis statement?
✓ What organizational structure will best enable to you to convey your information?
✓ What facts/details/examples/quotations help to develop your topic?
✓ When and how can you use figurative language to express ideas?
✓ Do your transitions create cohesion among ideas and concepts?
✓ What makes your piece formal in style?
✓ Is your tone objective?
✓ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

Tier 2
Academic Vocabulary: **Spanish Cognates**
● informational text   texto informativo
● explanatory text   texto explicativo
● complex ideas   ideas complejas
● expository writing structure
● topic/thesis statement
● multimedia   multimedia
● relevant facts
● concrete details
● transitions   transiciones
● syntax   sintaxis
● cohesion   cohesión
● precise language   lenguaje preciso
● domain-specific   dominio específico
● metaphor   metáfora
● simile   símil
● analogy   analogía
● formal style of writing   estilo formal
● objective tone   tono objetivo
● concluding statement/section

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

WHST 11-12.3
(See note; not applicable as a separate requirement)

Essential Skills and Concepts:

Question Stems and Prompts:

Tier 2
Academic Vocabulary   Spanish Cognates

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

WHST 11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Question Stems and Prompts:
- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

Tier 2
Academic Vocabulary	Spanish Cognates
development	
organization	organización
style	estilo
audience	audiencia
purpose	propósito
evidence/proof	evidencia/puebas
sequence	secuencia
transitions	transiciones
ideas	ideas
argument	argumento
topic	
narrative	narrativa
events	
style	estilo
tone	tono
claim	reclamo
counterclaim	

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

WHST 11-12.5
Develop and strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

Question Stems and Prompts:
- ✓ What is the purpose or focus of the piece? What aspects are most significant?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why?
- ✓ What is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Is one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free of writing convention errors?
- ✓ Where should you go if you need help editing?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

Tier 2
Academic Vocabulary Spanish Cognates
- argument argumento
- topic
- narrative narrativa
- evidence/proof evidencia/pruebas
- details detalles
- purpose propósito

Anchor Standard
Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

WHST 11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

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

Question Stems and Prompts:
- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ How will you collect and respond to feedback and new information?
- ✓ Have you efficiently presented the relationships between information and ideas?

Tier 2
Academic Vocabulary   **Spanish Cognates**
- software
- credible creíble
- multimedia multimedia
- format formato
- chart
- graph gráfico
- table

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

WHST 11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

Question Stems and Prompts:
- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will you locate sources for your research?
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent / complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?

Tier 2
Academic Vocabulary   **Spanish Cognates**
- inquiry
- narrow
- broaden
- synthesize   sintetizar
- source
- organization   organización
- format   formato
- bibliography   bibliografia
- citation page
- paraphrase   parafrasear

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

WHST 11-12.8
Gather relevant information from multiple authoritative print and digital sources, using the advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and overreliance on any one source and following standard format for citation.

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

Question Stems and Prompts:
- ✓ How will you locate information from both print and digital sources?
- ✓ Which search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ What conclusive information do you plan to include?
- ✓ Are your sources equally utilized (avoiding overreliance on any single source)?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?

Tier 2
Academic Vocabulary   **Spanish Cognates**
- relevant/pertinent   pertinente
- authoritative   autorizado
- digital sources
- effective
- assess
- limitations   limitaciones
- purpose   propósito
- audience   audiencia
- integrate   integrar
- selective   selectivo
- plagiarism   plagio
- overreliance
- citation

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

WHST 11-12.9
Draw evidence from informational texts to support analysis reflection, and research.

Essential Skills and Concepts:
- ❑ Utilize evidence to support analysis/research
- ❑ Analyze informational texts

Question Stems and Prompts:
- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

Tier 2
Academic Vocabulary	Spanish Cognates
analyze	analizar
evidence	
delineate	delinear
synthesize	sintetizar
documents	documentos
historical	histórico
seminal	seminal
primary sources	
secondary sources	
summarize	resumir
paraphrase	parafrasear
quote	

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

WHST 11-12.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:
- ❑ Identify and understand the task
- ❑ Identify and understand the purpose
- ❑ Identify and understand the audience
- ❑ Compose a variety of text types
- ❑ Communicate information effectively

Question Stems and Prompts:
- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

Tier 2
Academic Vocabulary	Spanish Cognates
purpose	propósito
audience	audiencia
evidence/proof	evidencia/pruebas
key points	
counterarguments	argumentos en contra