

West Virginia, Grades 11–12

West Virginia Strand/Standard	Focus of West Virginia Standard	For More Information
Reading Literature		
R.C1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
R.C1.2	Determine two or more themes or central ideas and analyze their development; restate and summarize main ideas or events	R2 pp. 12–17
R.C1.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story	R3 pp. 18–23
R.C2.1	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
R.C2.2	Analyze how an author’s choices concerning how to structure specific parts of the text contribute to its overall structure and meaning	R5 pp. 30–35
R.C2.3	Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant	R6 pp. 36–41
R.C3.1	Analyze multiple representations of a story, drama, or poem, evaluating how each interprets the source text	R7 pp. 42–47
R.C3.2	Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature	R9 pp. 54–59
R.C4.1	Read and comprehend a range of literature from a variety of cultures	R10 pp. 60–65
Reading Informational Text		
R.C1.4	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly, including where the text leaves matters uncertain	R1 pp. 6–11
R.C1.5	Determine two or more central ideas of a text and analyze their development; restate or summarize main ideas or events	R2 pp. 12–17
R.C1.6	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	R3 pp. 18–23
R.C2.4	Determine the meaning of words and phrases in a text; analyze how an author uses and refines the meaning of key terms over the course of a text	R4 pp. 24–29
R.C2.5	Analyze and evaluate the effectiveness of the structure in an exposition or argument	R5 pp. 30–35
R.C2.6	Analyze how an author’s style and content contribute to the power, persuasiveness, or impact of the text	R6 pp. 36–41
R.C3.3	Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem	R7 pp. 42–47
R.C3.4	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public policy	R8 pp. 48–53
R.C3.5	Analyze 17th, 18th, and 19th century foundational U.S. and world documents of literary significance	R9 pp. 54–59
R.C4.2	Read and comprehend literary nonfiction independently and proficiently	R10 pp. 60–65
Writing		
W.C9.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
W.C9.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	W2 pp. 78–85

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Writing		
W.C.9.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
W.C.10.1	Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience	W4 pp. 92–97
W.C.10.2	Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 98–103
W.C.10.3	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
W.C.11.1	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject	W7 pp. 110–115
W.C.11.2	Gather information from multiple sources, using advanced searches effectively; assess strengths and limitations of sources; integrate information, avoiding plagiarism and overreliance on any one source	W8 pp. 116–121
W.C.11.3	Draw evidence from texts to support analysis, reflection, and research	W9 pp. 122–127
W.C.12.1	Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes	W10 pp. 128–133
Speaking and Listening		
SL.C.13.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
SL.C.13.2	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and note discrepancies	SL2 pp. 144–149
SL.C.13.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, link among ideas, word choice, emphasis, and tone	SL3 pp. 150–155
SL.C.14.1	Present information, conveying a clear and distinct perspective, address alternative viewpoints; presentation is appropriate to purpose, audience, and task	SL4 pp. 156–161
SL.C.14.2	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
SL.C.14.3	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
Language		
L.C.15.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
L.C.15.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
L.C.16.1	Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening	L3 pp. 190–195
L.C.17.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
L.C.17.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 202–207
L.C.17.3	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213