



Course Numbers

LA 501/502

LA531/532 (Dual-credit)

AP English Language & Composition

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Semester 1	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	Rhetorical Analysis Writing	Critical Reading	Collaborating in Discussions	Constructing Writing	Synthesis Writing (collected but not reported)
Content Standards	W.11-12.2 W.11-12.9	RL/RI.11-12.1-3 RL/RI.11-12.5-7 RL/RI.11-12.9-10 RI.11-12.4 L.11-12.4	SL.11-12.1 SL.11-12.2 SL.11-12.3	W.11-12.4 W.11-12.5 W.11-12.6	W.11-12.2 W.11-12.9
DMACC Competencies	ENG106-1 ENG106-2	ENG105-2 ENG106-1 ENG106-4		ENG105-1 ENG105-3 ENG105-5 ENG106-5 ENG 106-6 ENG106-7	ENG106-1 ENG106-2 ENG106-3

Semester 2	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Synthesis Writing	Argument Writing	Rhetorical Analysis Writing	Critical Reading	Collaborating in Discussions	Constructing Writing
Content Standards	W.11-12.2 W.11-12.9	W.11-12.1 W.11-12.9	W.11-12.2 W.11-12.9	RL/RI.11-12.1-3 RL/RI.11-12.5-7 RL/RI.11-12.9-10 RI.11-12.4 L.11-12.4	SL.11-12.1 SL.11-12.2 SL.11-12.3	W.11-12.4 W.11-12.5 W.11-12.6
DMACC Competencies	ENG106-1 ENG106-2 ENG106-3	ENG106-1 ENG106-2	ENG106-1 ENG106-2	ENG105-2 ENG106-1 ENG106-4		ENG105-1 ENG105-3 ENG105-5 ENG106-5 ENG 106-6 ENG106-7

DMACC Partnership Information

Mission Statement

In order to better support students in their preparation for post-secondary education, many AP programs offer their courses for dual-credit, meaning that the course confers both high school and college credit at the same time. These arrangements require courses to be built in accordance with DMACC competencies and require students to enroll in the course, a process overseen by DMACC personnel working in conjunction with DMPS teachers.



<p>Alignment: ENG 105 The following list indicates the Course Competencies required for DMACC’s ENG 105 “Composition I” course.</p> <ol style="list-style-type: none"> 1. Practice writing as a recursive process 2. Practice reading as an active part of the writing process 3. Adapt the rules of standard English grammar 4. Investigate research resources where/when available 5. Recognize standard documentation form 	<p>Alignment: ENG 106 The following list indicates the Course Competencies required for DMACC’s ENG 106 “Composition II” course.</p> <ol style="list-style-type: none"> 1. Demonstrate critical reading and writing skills 2. Analyze rhetorical patterns and theoretical approaches in student and/or published texts 3. Apply concepts and/or techniques from primary and/or secondary sources in a new context 4. Identify language nuances 5. Apply the rules of standard English grammar 6. Evaluate individual writing process to allow flexibility in adapting writing task and situation 7. Demonstrate standard documentation form
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AP 6 pt scale conversion:

AP Score	DMPS alpha codes	Success Criteria	DMPS numerical conversion
0-2	NM	Few or none	0 or 1
3-4	PT	Partial	1.5, 2, or 2.5
5	AT	All success criteria	3
6	ET	Additional sophistication of writing	3.5 or 4

Topic I: Rhetorical Analysis Writing

Topic Narrative/Overview: In this topic, students will address a specific prompt by constructing an analytical essay that examines the effect of the rhetorical choices made by a speaker/author using evidence and well-developed commentary.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.
Guiding Questions	<ul style="list-style-type: none"> ☛ What is the guiding focus of the essay? AND ARE YOU ADDRESSING IT? ☛ Can someone disagree with your thesis? ☛ What is the rhetorical situation of the text? ☛ What choices and appeals does the speaker use to convey meaning and tone? ☛ Which of these choices and appeals BEST demonstrates the intended meaning/impact of the speaker's message? ☛ How does the speaker's style and choices develop a purpose? ☛ What specific evidence from the text supports your thesis?
Rhetorical Analysis Writing	LTIA- Construct an appropriate introduction and thesis for a rhetorical analysis essay that responds to an assigned prompt.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Write an introduction that includes essential components (attention getter, context/ background, thesis, and transition) <input type="checkbox"/> Write an introduction that incorporates the rhetorical situation (SPACE) of the text. <input type="checkbox"/> Write a clear, defensible thesis statement that responds to the prompt.
	LTIB- Construct justifiable premises and select evidence that proves how the speaker/author influences and/or impacts the audience of an assigned prompt.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Write clear, defensible topic sentences that include rhetorical choices (CAT) made by the author that supports thesis and respond to the prompt. <input type="checkbox"/> Select evidence that is relevant and purposeful to the prompt that aligns with the rhetorical choices (CAT) defined by the topic sentences. <input type="checkbox"/> Integrate and appropriately cite evidence from the analyzed text that proves the topic sentences of each body paragraph.
	LTIC- Construct appropriate commentary for rhetorical analysis essays that proves the premises of the assigned prompt.
	<ul style="list-style-type: none"> <input type="checkbox"/> Develop commentary that analyzes the evidence back to the rhetorical situation, message, purpose, and/or thesis for the prompt. <input type="checkbox"/> Prove how the author's choices create the desired effect on the audience regarding the rhetorical situation (purpose, context, exigence)

CCSS Standard Language	DMACC Competencies
<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>ENGI06-1 Demonstrate critical reading and writing skills</p> <p>ENGI06-2 Analyze rhetorical patterns and theoretical approaches in student and/or published texts</p>
<p>Teacher Guidance</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>The goal is to explain what was attempted by author/speaker. Student does not evaluate the effectiveness the writing (assumption of effectiveness because they should be selecting GOOD evidence)</p> <p>Evidence can be paraphrased or directly cited in a flow, dialogue, or colon quote format Writing can be assessed in timed and untimed environments.</p> <p>Level 4--Sophistication points on AP 6-point scale For an ET, the prompt must be given and fully achieved as if writing for the exam (given prompt, planned, and written in 40-45 minutes)</p>	

Topic 2: Synthesis Writing

Topic Narrative/Overview: In this topic, students will address a specific prompt by constructing a synthesis essay with a clear, defensible claim that is supported by integrated evidence from three or more sources and well-developed commentary.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
<p>Guiding Questions:</p>	<ul style="list-style-type: none"> 🗨️ <i>What is the guiding focus of the essay? AND ARE YOU ADDRESSING IT?</i> 🗨️ <i>Can someone disagree with your stance/claim?</i> 🗨️ <i>What is the common theme, claim, or idea supported by three+ of your sources?</i> 🗨️ <i>What specific evidence (from your sources) supports the claim?</i> 🗨️ <i>How is the evidence from multiple sources connected to one another to establish common ideas?</i>
<p>Synthesis Writing</p>	<p>LT2A- Construct an appropriate introduction and thesis for a synthesis essay that responds to an assigned prompt.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an introduction that includes essential components (attention getter, context/background, and claim) <input type="checkbox"/> Write an introduction that incorporates the context (not individual text) of the prompt. <input type="checkbox"/> Write a clear, defensible claim that addresses the prompt.
	<p>LT2B- Construct justifiable premises and select evidence that proves the claim of an assigned synthesis prompt.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write clear, defensible topic sentences that support the claim and respond to the prompt. <input type="checkbox"/> Select evidence from at least 3 sources that is relevant and purposeful to the prompt and that aligns with desired premise, defined by the topic sentences. <input type="checkbox"/> Evidence from multiple sources is integrated throughout paragraphs to build towards complexity of claim (synthesize not just analyze) <input type="checkbox"/> Appropriately integrate and cite evidence from the provided sources that prove the topic sentences of each body paragraph.
	<p>LT2C- Construct appropriate commentary for synthesis essays that proves the premises of the assigned prompt.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop commentary that analyzes the evidence back to the claim for the prompt. <input type="checkbox"/> Prove how the integrated evidence supports the premise and overall argument.

CCSS Standard Language	DMACC Competencies
<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>ENGI06-1 Demonstrate critical reading and writing skills.</p> <p>ENGI06-2 Analyze rhetorical patterns and theoretical approaches in student and/or published texts.</p>
<p>Teacher Guidance</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Evidence can be paraphrased or directly cited in a flow, dialogue, or colon quote format.</p> <p>Students may address a rebuttal or tension within sources but should be used to strengthen the essay but is not a requirement. Students do not explicitly have to address and rebut a counter claim in their essay but may do so in order to strengthen writing.</p> <p>Prior knowledge can be history, science, prior readings, personal observations, expertise, universal truths etc.</p> <p>Writing can be assessed in timed and untimed environments. Level 4--Sophistication points on AP 6-point scale For an ET, the prompt must be given and fully achieved as if writing for the exam (given prompt, planned, and written in 40-45 minutes) Students may be asked to defend (agree with), challenge (disagree with), or qualify (agree or disagree under certain circumstances) specific topics or quotations.</p> <p>Students should be synthesizing information in each paragraph to highlight a common claim and reasoning, not examining each of the three sources individually before connecting or examining sources explicitly in isolation.</p>	

Topic 3: Argument Writing

Topic Narrative/Overview: In this topic, students will address a specific prompt by constructing an argumentative essay with a clear defensible claim, supported by evidence and well-developed commentary.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.
Guiding Question:	<ul style="list-style-type: none"> ☛ What is the guiding focus of the essay? AND ARE YOU ADDRESSING IT? ☛ Can someone disagree with your stance/claim? ☛ What prior knowledge lead you to this opinion/conclusion? ☛ What real world connections (historical or contemporary) are evidence of this topic? ☛ What appeals can help connect your topic to the audience?
Argument Writing	LT3A- Construct an appropriate introduction and thesis for an argument essay that responds to an assigned prompt.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Write an introduction that includes essential components (attention getter, context/background, and claim) <input type="checkbox"/> Write an introduction that incorporates the context of the prompt. <input type="checkbox"/> Write a clear, defensible claim that addresses the prompt.
	LT3B- Construct justifiable premises and select evidence that proves the claim of an assigned argument prompt.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Write clear, defensible topic sentences that support the claim and respond to the prompt. <input type="checkbox"/> Utilize specific prior knowledge (history, science, prior readings, personal observations, etc.) that is accurate, relevant, and purposeful to the prompt and that aligns with desired premise, defined by the topic sentences. <input type="checkbox"/> Evidence draws from across different types of prior knowledge to build towards complexity of claim.
	LT3C- Construct appropriate commentary for argument essays that proves the premises of the assigned prompt.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Develop commentary that analyzes the evidence (prior knowledge) back to the claim for the prompt. <input type="checkbox"/> Explicitly connect how the integrated evidence (prior knowledge) supports the premise and overall argument.

CCSS Standard Language	DMACC Competencies
<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>ENGI06-1 Demonstrate critical reading and writing skills.</p> <p>ENGI06-2 Analyze rhetorical patterns and theoretical approaches in student and/or published texts.</p>
<p>Teacher Guidance</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>* Remember that the AP Argument Writing prompt does not require quoted/cited text evidence. Additionally, first person writing is not necessarily prohibited in this writing type, but it should be used sparingly. Students do not explicitly have to address and rebuttal a counter claim in their essay but may do so in order to strengthen writing. prior knowledge (history, science, prior readings, personal observations, expertise, universal truths etc.)</p> <p>Writing can be assessed in timed and untimed environments.</p> <p>Level 4--Sophistication points on AP 6-point scale For an ET, the prompt must be given and fully achieved as if writing for the exam (given prompt, planned, and written in 40-45 minutes) Students may be asked to defend (agree with), challenge (disagree with), or qualify (agree or disagree under certain circumstances with specific topics or quotations).</p> <p>Students may use first person for specific evidence in the body of their argumentative essays.</p> <p>Students may address a rebuttal or tension within sources but should be used to strengthen the essay, but it is not a requirement.</p>	

Topic 4: Critical Reading

Topic Narrative/Overview: In this topic, students will demonstrate their ability to critically investigate a text for rhetorical and literary components through multiple choice question opportunities.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
<p>Guiding Questions:</p>	<ul style="list-style-type: none"> 🗨️ <i>What effect do the author's word choices have on the meaning of a text?</i> 🗨️ <i>How is a tone established throughout a text?</i> 🗨️ <i>What words and phrases help to clarify the main idea and theme?</i> 🗨️ <i>How does syntax and diction create meaning and style in a text?</i> 🗨️ <i>How does structure contribute to the meaning of the text?</i> 🗨️ <i>How do individual words, clauses, and sentences establish a theme, main idea, or meaning?</i>
<p>Critical Reading</p>	<p>LT4A- Analyze a text regarding rhetorical language (syntax, diction, figurative language, tone).</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine words, phrases, and sections for literal and figurative meaning. <input type="checkbox"/> Identify and examine speaker's tone and shifts in a tone (if any) <input type="checkbox"/> Examine how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
	<p>LT4B- Analyze a text regarding author's meaning and purpose (main idea and theme)</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine how specific words and phrases impact meaning, main idea, or theme. <input type="checkbox"/> Examine and alter sentences to clearly convey ideas and arguments. <input type="checkbox"/> Analyze how the meaning and purpose of a text impacts the theme.
<p>Critical Reading</p>	<p>LT4C- Analyze a text regarding organization, structure, and rhetorical modes.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and determine organizational and structure choices. <input type="checkbox"/> Analyze and determine rhetorical mode. <input type="checkbox"/> Examine the relationship between sentences and clauses. <input type="checkbox"/> Examine how grammar and mechanics contribute to the clarity and effectiveness of an argument.

CCSS Standard Language	DMACC Competencies
<p>RL.11-12.1-3 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.)</p> <p>RL.11-12.5-10 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>RI.11-12.1-3 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> <p>RI.11-12.5-10 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>ENG105-2 Practice reading as an active part of the writing process.</p> <p>ENG106-1 Demonstrate critical reading and writing skills.</p> <p>ENG106-4 Identify language nuances.</p>
<p>Teacher Guidance</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Students will primarily demonstrate their knowledge of this topic through timed and untimed multiple-choice testing (MCQ).</p> <p>NM – 0% - 44%</p> <p>PT – 45%-59%</p> <p>AT – 60%-79%</p> <p>ET – 80%+</p>	

Topic 5: Constructing Writing

Topic Narrative/Overview: In this topic, students will go through the writing process to plan, develop, produce, and revise their writing. Writing should be a well-constructed in-depth explanation of the topic/task. This process should reflect rigorous academic standards and principles of English grammar, vocabulary, punctuation, capitalization, and spelling.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.
Guiding Questions:	<ul style="list-style-type: none"> 🗨️ <i>What are you being asked to address? What is the guiding focus of your writing?</i> 🗨️ <i>How can writing be strengthened through revision to provide clarity, flow, and style?</i> 🗨️ <i>What is the best format and organization to develop the main idea/claim?</i> 🗨️ <i>How can you challenge yourself to elevate your writing?</i>
Constructing Writing	LT5A- Develop a plan for writing that responds to and is appropriate to the specific prompt or task.
	Learning that shows evidence of progressing towards grade-level learning target:
	<input type="checkbox"/> Identify the focus of the prompt. <input type="checkbox"/> Outline core components of the writing task (i.e., thesis, supporting premises, evidence, etc.)
	LT5B- Produce clear and coherent writing (rhetorical analysis, argument, synthesis, etc.) in which the development is appropriate to the purpose and audience.
	Learning that shows evidence of progressing towards grade-level learning target:
<input type="checkbox"/> Construct a response to the prompt that is supported throughout the writing (body paragraphs) <input type="checkbox"/> Organize ideas in a coherent way, using internal and external transitions where appropriate. <input type="checkbox"/> Incorporate evidence that supports claims, if direct quotations and paraphrased evidence is used, ensure correct citation format where appropriate. <input type="checkbox"/> Fulfills the requirements of the specific type of writing task (see previous writing topics)	
LT5C- Revise and edit drafts of writing to a polished state.	
Learning that shows evidence of progressing towards grade-level learning target:	
<input type="checkbox"/> Manipulate and establish a flow or style of writing that is appropriate to the writing task. <input type="checkbox"/> Recognize and correct errors in grammar, usage, and mechanics. <input type="checkbox"/> Revise and clarify ideas to strengthen content. <input type="checkbox"/> Ensure writing task is in the proper writing format (APA, MLA, etc.) and update if necessary.	

<http://www.corestandards.org/ELA-Literacy/W/11-12/6/>

CCSS Standard Language	DMACC Competencies
<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4 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.</p>	<p>ENG105-1 Practice writing as a recursive process.</p> <p>ENG105-3 Adapt the rules of standard English grammar.</p> <p>ENG105-5 Recognize standard documentation form.</p> <p>ENG106-5 Apply the rules of standard English grammar.</p> <p>ENG 106-6 Evaluate individual writing process to allow flexibility in adapting writing task and situation.</p> <p>ENG106-7 Demonstrate standard documentation form.</p>
<p>Teacher Guidance</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>To fully assess a student’s understanding of these concepts, they must be applied to writing. This topic is intended to assess students work in the writing process as they work to improve their command of written English. While specific instruction may need to live at the success criteria level, assessment of student progress should focus wholistically on the student’s application of skills in writing</p> <p>Students should receive a Constructing Writing grade for full untimed essays (as it reflects the entire writing process). Students can receive a grade for timed essays if they have been given preparation time and have reflection components of their essay. Students who plan their timed writing and complete a quality timed essay may receive a PT in the topic score.</p>	

Topic 6: Collaborating in Discussions

Topic Narrative/Overview: In this topic, students will demonstrate their understanding of their own educated perspective and the educated perspective of others through various discussion formats.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.
Guiding Questions:	<ul style="list-style-type: none"> 🗨️ <i>What appropriate topics or issues will students prepare to discuss?</i> 🗨️ <i>Why is the collaborative process important for learning/developing ideas or opinions?</i> 🗨️ <i>How can people who have different perspectives share in a respectful way?</i> 🗨️ <i>What happens after a discussion and new information has been presented?</i>
Collaborating in Discussions	LT6A- Come to and enter discussions prepared.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of having read and researched material under study. <input type="checkbox"/> Enter discussion having a complete opinion and explanation overtly stated (i.e., Not just I agree.) <input type="checkbox"/> Explicitly draw on that preparation by referring to evidence from texts and other research on the topic
	LT6B- Propel conversations for understanding.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Pose and respond to questions that probe reasoning and evidence. <input type="checkbox"/> Allow the discussion to move through a full and relevant range of positions on a topic. <input type="checkbox"/> Respectfully clarify, verify, complicate, or challenge ideas and conclusions <input type="checkbox"/> Promote divergent and creative perspectives.
	LT6C- Respond thoughtfully to diverse perspectives.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Synthesize comments, claims, and evidence made on <i>other</i> perspectives. <input type="checkbox"/> Resolve contradictions when possible and refer to the text/evidence when necessary. <input type="checkbox"/> Reflect upon and evaluate perspectives, ideas, and discussions of the group, including what other information or research is necessary to deepen understanding of the topic.

<http://www.corestandards.org/ELA-Literacy/W/11-12/6/>

CCSS Standard Language	DMACC Competencies
<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p>Teacher Guidance</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>This scale demands speaking in front of peer audiences, but not necessarily formal speeches; students can engage in Socratic circles or seminars, presentations to small groups, etc. as long as they have the floor for a notable portion of uninterrupted time.</p> <p>This discussion can be in class or digital format (verbal or not).</p>	