Idaho English Language Arts/Literacy

Grades 11, 12

Adopted 2022

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. 11-12.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 11-12.RC.2

Textual Evidence

3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. 11-12.RC.3

Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension 11-12.RC.4

Literature

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5. Use evidence from literature to demonstrate understanding of grade-level texts. 11-12.RC.5
    a. Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. 11-12.RC.5.A
    b. Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered. 11-12.RC.5.B
    c. Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement. 11-12.RC.5.C
    d. Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. 11-12.RC.5.D
    e. Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types. 11-12.RC.5.E

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 11-12.RC.6
    a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop. 11-12.RC.6.A
    b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources. 11-12.RC.6.B
    c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging. 11-12.RC.6.C
    d. Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 11-12.RC.6.D
    e. Evaluate the premises and purposes in works of public advocacy. 11-12.RC.6.E

Vocabulary Development

Word Building

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1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. 11-12.VD.1

    a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase. 11-12.VD.1.A

    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize). 11-12.VD.1.B

    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 11-12.VD.1.C

    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). 11-12.VD.1.D

2. Determine how words and phrases provide meaning and nuance to texts. 11-12.VD.2

    a. Use Greek, Latin, and Norse mythology; and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., "narcissistic" from the myth of Narcissus and Echo). 11-12.VD.2.A

    b. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech). 11-12.VD.2.B

    c. Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering). 11-12.VD.2.C

    d. Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text. 11-12.VD.2.D

Academic Vocabulary

3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. 11-12.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. 11-12.RS.1

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Deep Reading on Topics to Build Knowledge

2. Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world. 11-12.RS.2

Writing Strand

Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. 11-12.W.1
2. Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented. 11-12.W.2
3. Teachers can include informational and narrative writing at their discretion. 11-12.W.3
4. Teachers can include informational and narrative writing at their discretion. 11-12.W.4
5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts. 11-12.W.5
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.) 11-12.W.6

Handwriting and Keyboarding

7. Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 11-12.W.7

Oral and Digital Communications Strand

Oral Communications

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1. Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. 11-12.ODC.1
2. Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media. 11-12.ODC.2
3. 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. 11-12.ODC.3
4. Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure 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. 11-12.ODC.4

Digital Communications

5. Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision. 11-12.ODC.5
6. Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 11-12.ODC.6
7. Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. 11-12.ODC.7
8. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 11-12.ODC.8

Grammar and Conventions

Grammar and Usage

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1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 11-12.GC.1

    a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 11-12.GC.1.A

    b. Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures. 11-12.GC.1.B

    c. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type. 11-12.GC.1.C

    d. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed. 11-12.GC.1.D

    e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate. 11-12.GC.1.E

Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 11-12.GC.2

    a. Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings). 11-12.GC.2.A

3. Spell correctly, consulting reference materials to check as needed. 11-12.GC.3