Indiana English/Language Arts Content Connectors

Grades 11-12

Reading Comprehension RC

1 **Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)** 11-12.RC.1

- a Use multiple pieces of evidence that support explicit and implicit interpretations of a text, and identify a matter that is uncertain. (E) 11-12.RC.1A

2 **Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.** 11-12.RC.2

- a Compare and contrast the development of similar themes across two works of literature, and explain how those themes are supported by specific details from the texts. 11-12.RC.2A

3 **Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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 meaning and effect of a work. (E)** 11-12.RC.3

- a Explain how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the overall meaning or effect. 11-12.RC.3A

4 **Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.** 11-12.RC.4

- a Analyze works of literary or cultural significance in history to identify archetypes authors employ drawn from myths, traditional stories, or religious works; compare how two or more of these texts treat similar themes, conflicts, issues, or topics. 11-12.RC.4A

5 **Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (E)** 11-12.RC.5

- a Explain how similar central ideas are developed across two texts, and identify specific details that support their development. (E) 11-12.RC.5A

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6 **Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.** 11-12.RC.6

- a Analyze a set of ideas or sequence of events to explain how the author develops specific ideas, events, or individuals throughout a text. 11-12.RC.6A

7 **Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)** 11-12.RC.7

- a Determine an author's perspective or purpose in a text, and explain how the author uses rhetoric to develop the power and persuasiveness of the text. (E) 11-12.RC.7A

8 **Delineate and evaluate the arguments and specific claims in U.S.and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.** 11-12.RC.8

- a Evaluate arguments and claims in U.S. and/or world texts, assessing whether the reasoning is valid and/or the evidence is relevant and sufficient; identify any false statements and fallacious reasoning. 11-12.RC.8A

9 **Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.** 11-12.RC.9

- a Analyze information from two or more pre-selected sources to answer a question or solve a problem. (E) 11-12.RC.9A

10 **Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.** 11-12.RC.10

- a Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features. 11-12.RC.10A

11 **Use context to determine or clarify the meaning of words and phrases.** 11-12.RC.11

- a Determine or clarify the meaning of a word or phrase based on context. (E) 11-12.RC.11A

12 **Analyze nuances in the meaning of words with similar denotations.** 11-12.RC.12

- a Explain the differences in the meanings of words with similar denotations. 11-12.RC.12A

13 **Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).** 11-12.RC.13

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a Analyze the meanings of various types of words and phrases used in works of literature, including figurative, connotative, and/or denotative meanings; identify literary techniques (e.g., imagery, allegory, and symbolism) and explain their impact. 11-12.RC.13A

14 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E) 11-12.RC.14

a Determine the meanings of various types of words and phrases as they are used in a nonfiction text (e.g., figurative, connotative, denotative, and/or technical meanings) and their impact on the overall meaning of the text. (E) 11-12.RC.14A

Writing W

1 Write arguments in a variety of forms that: a. Introduce precise 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. Use rhetorical strategies to enhance the effectiveness of the claim. c. 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 audience's knowledge level, concerns, values, and possible biases. d. Use effective and varied transitions 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. e. Establish and maintain a consistent style and tone appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the argument presented. (E) 11-12.W.1

a Write arguments that: a. Introduces more than one claim, distinguishes the claims from the counterclaims, and organizes the claims and reasoning into a thesis statement. b. Uses more than one rhetorical strategy to enhance the effectiveness of the claim. c. Develops claims and counterclaims fairly, supplying at least two pieces of strong evidence for each while pointing out at least one strength and one limitation of both. d. Uses effective transitions to link the major sections of the text, create cohesion, and demonstrate relationships between the claims and reasons, reasons and evidence, and claim(s) and counterclaim(s). e. Provides a concluding statement that relates to the argument presented. (E) 11-12.W.1A

2 Write informative compositions on a variety of topics that: 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 aid comprehension. b. Utilizing credible sources, 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 yntax to link the major sections of the text, create cohesion, and clarify the elationships among complex ideas and concepts. d. Choose language, content-pecific vocabulary, and techniques to manage the complexity of the topic,

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recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E) 11-12.W.2

a Write informative products that: a. Clearly introduce a topic and is organized so that each new element builds on the one before and the information is formatted to enhance the reader's comprehension. b. Develop the topic, using more than two credible sources, with at least three relevant and sufficient facts, definitions, concrete details, quotations, or other appropriate information and examples. c. Incorporate the use of content specific vocabulary and use varied and effective transitions to link the major sections of the text, create cohesion, and demonstrate the relationships among ideas and concepts. d. Provide a concluding statement that relates to the information or explanation presented and articulates the implications or the significance of the topic. (E) 11-12.W.2A

3 **Write narrative compositions in a variety of forms that: 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. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. 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). e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)** 11-12.W.3

a Write narratives that: a. Introduce a narrator and/or characters in a way that establishes the point of view and provides context for the problem, situation, or observation. b. Create an understandable progression of experiences or events. c. Use dialogue and more than one additional narrative technique, such as pacing, description, reflection, or multiple plotlines to develop experiences, events, and/or characters. d. Use at least one literary technique to sequence events so that they build on one another to create a coherent whole and create a sense of mystery, suspense, growth, or resolution. e. Use descriptive details and sensory language to describe experiences, events, settings, and/or characters. f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 11-12.W.3A

4 **Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or**

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information. c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 11-12.W.4

- a Apply the writing process to all formal writing: a. Develop a plan for writing and draft multiple drafts of a writing product. b. Strengthen writing by revising, editing, rewriting, or trying a new approach. c. Use technology to collaborate, gather information, produce and publish writing, provide and respond to feedback, and present information and ideas. d. Use technology or style guide framework to guide appropriate formatting and proper documentation and credit to sources. 11-12.W.4A

5 **Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic understudy. a. Formulate an inquiry question and refine and narrow the focus as research evolves. b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. f. Present information, choosing from a variety of formats. (E)** 11-12.W.5

- a Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question and refine or narrow the focus as research evolves. b. Record relevant information from at least three authoritative sources. c. Assess the usefulness of each source in answering the research question. d. Use select information from research to support reasoning and provide evidence while maintaining the flow of ideas. e. Use technology to follow a standard format for citation and avoid plagiarism; avoid over reliance on any one source. f. Present information, choosing from a variety of formats. (E) 11-12.W.5A

Communication and Collaboration CC

1 **Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.** 11-12.CC.1

- a Initiate and/or participate appropriately in more than one discussion with others on an instructional-level topic, text, and/or issue. (E) 11-12.CC.1A

2 **Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)** 11-12.CC.2

- a Engage in an exchange of ideas by referring to specific evidence. (E) 11-12.CC.2A

3 **Expand 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.** 11-12.CC.3

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a Pose or respond to multiple questions that probe for reasoning or evidence, and that actively seek the ideas and opinions of others in one or more discussions. 11-12.CC.3A

4 **Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)** 11-12.CC.4

a Engage appropriately in debates or discussions with others who have diverse or divergent perspectives. (E) 11-12.CC.4A

5 **Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)** 11-12.CC.5

a Evaluate a speaker's perspective, reasoning, and use of evidence and/or rhetoric by identifying stylistic choices, such as word choice, tone, and/or points of emphasis. (E) 11-12.CC.5A

6 **Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.** 11-12.CC.6

a Using a range of informal and formal tasks, report on a topic using a logical sequence of ideas, appropriate facts, and relevant examples to support the main ideas and/or address opposing perspectives. 11-12.CC.6A

7. **Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)** 11-12.CC.7

a Create presentations that include digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding. (E) 11-12.CC.7A

8 **Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)** 11-12.CC.8

a Analyze how the media impacts the views of the public, including identifying the use of rhetorical and logical fallacies. (E) 11-12.CC.8A