Louisiana English Language Arts

Grades 11-12

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.1

2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.2

3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere. RL.3

Craft and Structure

4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare). RL.4

5 Analyze how an author's choices concerning how to structure specific parts of a text (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 structure and meaning as well as its aesthetic impact. RL.5

6 Analyze a case in which understanding point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.6

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Integration of Knowledge and Ideas

7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

9 Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics. RL.9

Range of Reading and Level of Text Complexity

10 Grade 11 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–Postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. Grade 12 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–Postsecondary text complexity band independently and proficiently. RL.10

Reading Standards for Informational Text RI

Key Ideas and Details

1 Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.1

2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.2

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. RI.3

Craft and Structure

4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. RI.4

5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.5

6 Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student's interpretation of power, persuasiveness, or beauty of the text. RI.6

Integration of Knowledge and Ideas

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Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words, in order to address a question or solve a problem. RI.7

8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in public works (e.g., The Federalist Papers, presidential addresses). RI.8

9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features. RI.9

Range of Reading and Level of Text Complexity

10 Grade 11 By the end of grade 11, read and comprehend literary nonfiction in the grades 11– workplace/postsecondary text complexity proficiently, with scaffolding as needed at the high end of the range. Grade 12 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–workplace/postsecondary text complexity independently and proficiently. RI.10

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

Text Types and Purposes

1 Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.1

a Provide a thesis statement that introduces precise, knowledgeable claims, establishes the significance of the claims, distinguishes the claims from alternate or opposing claims, and establishes an organizational structure that logically sequences claims, counterclaims, reasons, and evidence. W.1.A

b Develop claims 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 presumptions. W.1.B

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 claims and reasons, between reasons and evidence, and between claims and counterclaims. W.1.C

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. W.1.D

e Provide a concluding section that follows from and supports the argument presented and connects the argument to larger themes or topics. W.1.E

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2 Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.2

- a Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. W.2.A
- b 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. W.2.B
- c 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. W.2.C
- d Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.2.D
- e Use precise language, domain-specific vocabulary, and literary or rhetorical techniques, as appropriate to the task and audience, to maintain clarity of complex topics. W.2.E
- f Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.2.F
- g Provide a concluding section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic. W.2.G

3 Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.3

- a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.3.A
- b Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. W.3.B
- c 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). W.3.C
- d Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters. W.3.D
- e Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.3.E

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) W.5

6 Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.6

Research to Build and Present Knowledge

7 Conduct research 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. W.7

8 Gather relevant information from multiple print and digital sources. W.8

- a Use search terms effectively. W.8.A
- b Assess the credibility and accuracy of each source. W.8.B
- c Assess the strengths and limitations of each source in terms of the task, purpose, and audience. W.8.C
- d Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. W.8.D
- e Follow a standard format for citation. W.8.E

9 Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards. W.9

Range of Writing

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing thr ex| year's grade-specific

Comprehension and Collaboration

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standards and retain or further develop skills and understandings mastered in preceding grades. SL

1 Initiate and participate effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.1

   a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.1.A

   b Work with peers to promote civil discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.1.B

   c Propel 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. SL.1.C

   d Respond thoughtfully to varied viewpoints; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.1.D

2 Integrate multiple sources of information presented in various media and formats to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.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. SL.3

Presentation of Knowledge and Ideas

4 Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks. SL.4

5 Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. SL.5

6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. SL.6

Language Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of ski

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

   a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding, as needed. L.1.A

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expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- a Apply appropriate hyphenation conventions. L.2.A
- b Spell correctly, consulting references as needed. L.2.B

Knowledge of Language

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3

- a Vary syntax for effect, consulting references for guidance as needed. L.3.A
- b Apply an understanding of syntax to the study of complex texts when reading. L.3.B

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. L.4.B
- c Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word. L.4.C

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5

- a Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. L.5.A
- b Analyze nuances in the meaning of words with similar denotations. L.5.B

6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.6