English Language Arts: Grades 11-12

Reading: Literature RL

1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. LC.RL.11-12.1A

1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. LC.RL.11-12.1B

1c Use evidence to support conclusions about ideas not explicitly stated in the text. LC.RL.11-12.1C

2a Determine two or more themes or central ideas of an adapted grade-level text. LC.RL.11-12.2A

2b Determine how the theme develops. LC.RL.11-12.2B

2c Provide/create an objective summary of a text. LC.RL.11-12.2C

3a Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements. LC.RL.11-12.3A

3b Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). LC.RL.11-12.3B

4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings. LC.RL.11-12.4

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. LC.RL.11-12.5

6a Define satire, sarcasm, irony. LC.RL.11-12.6A

6b Differentiate from what is directly stated in a text from what is meant. LC.RL.11-12.6B

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	7 Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text. LC.RL.11-12.7
	9 Demonstrate knowledge of foundational words of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics (e.g., historical reflection, social, morals). LC.RL.11-12.9
	10a Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction. LC.RL.11-12.10A
	10b Independently read challenging grade-level literary texts. LC.RL.11-12.10B
	10c Use a variety of strategies to derive meaning from a variety of print and non-print literary texts. LC.RL.11-12.10C
Reading: Informational Text RI	**1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. LC.RI.11-12.1A
	1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text. LC.RI.11-12.1B
	2a Determine two or more central ideas of a text. LC.RI.11-12.2A
	2b Determine how the central ideas develop. LC.RI.11-12.2B
	2c Determine how key details support the development of the central idea of a text. LC.RI.11-12.2C
	2d Create an objective summary of a text. LC.RI.11-12.2D
	3a Analyze key points throughout a text to determine the organizational pattern or text structure. LC.RI.11-12.3A
	3b 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. LC.RI.11-12.3B
	4 Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings. LC.RI.11-12.4
	5a Analyze the structure an author uses in his or her exposition or argument. LC.RI.11-12.5A
	5b Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing. LC.RI.11-12.5B

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	6a	**Determine the author's point of view or purpose in a text.** LC.RI.11-12.6A
	6b	**Determine what arguments the author makes.** LC.RI.11-12.6B
	6c	**Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.** LC.RI.11-12.6C
	6d	**Develop and explain ideas for why authors made specific word choices within text.** LC.RI.11-12.6D
	7	**Integrate and evaluate 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.** LC.RI.11-12.7
	8a	**Identify claims made by the author as being fact or opinion.** LC.RI.11-12.8A
	8b	**Distinguish reliable sources from non-reliable.** LC.RI.11-12.8B
	8c	**Evaluate the premises, purposes, argument that the author makes.** LC.RI.11-12.8C
	8d	**Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.** LC.RI.11-12.8D
	8e	**Assess the validity of the premises, purposes, arguments across texts on related topics.** LC.RI.11-12.8E
	9a	**Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail).** LC.RI.11-12.9A
	9b	**Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), address similar central ideas.** LC.RI.11-12.9B
	10a	**Read or be read to a variety of informational texts or adapted texts.** LC.RI.11-12.10A
	10b	**Independently read challenging grade-level informational texts.** LC.RI.11-12.10B
	10c	**Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.** LC.RI.11-12.10C
Writing W	**1a**	**Introduce claim(s) for an argument that reflects knowledge of the topic.** LC.W.11-12.1A

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1b Use context or related text to establish the significance of the claim(s). LC.W.11-12.1B

1c Identify claim(s) from alternate or opposing claims(s) in writing. LC.W.11-12.1C

1d Create an organizational structure for a permanent product which logically sequences claim(s), counterclaims, reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion). LC.W.11-12.1D

1e Select the most relevant evidence for claim(s) and counterclaim(s). LC.W.11-12.1E

1f Develop clear claim(s) with the most relevant evidence for a topic or text. LC.W.11-12.1F

1g Use words, phrases, and clauses to create cohesion. LC.W.11-12.1G

1h Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence. LC.W.11-12.1H

1i Maintain a consistent style and voice. LC.W.11-12.1I

1j Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic. LC.W.11-12.1J

2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic. LC.W.11-12.2A

2b Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic. LC.W.11-12.2B

2c Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience. LC.W.11-12.2C

2d Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. LC.W.11-12.2D

2e Use precise language, domain-specific vocabulary to manage the complexity of the topic. LC.W.11-12.2E

2f Maintain a consistent style and voice. LC.W.11-12.2F

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2g Provide a concluding statement or section that follows from and supports the information or explanation presented. LC.W.11-12.2G

3a Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view. LC.W.11-12.3A

3b Use a variety of techniques to sequence events so they build on one another to create a smooth progression of experiences or events and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution). LC.W.9-10.3B

3c Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate. LC.W.11-12.3C

3d Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how character has changed perspectives). LC.W.11-12.3D

3e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. LC.W.11-12.3E

3f Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. LC.W.11-12.3F

4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader). LC.W.11-12.4

5a Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience. LC.W.11-12.5A

5b Strengthen writing by revising and editing (e.g., review a permanent product, strengthen an argument by finding relevant evidence as support, use hyphens correctly). LC.W.11-12.5B

6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products). LC.W.11-12.6

7 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). LC.W.11-12.7

8a Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim. LC.W.11-12.8A

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Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into permanent products while

avoiding plagiarism. LC.W.11-12.8B

8c Use a standard format to write citations. LC.W.11-12.8C

8d Provide a bibliography for sources that contributed to the creation of a permanent product. LC.W.11-12.8D

9 Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. LC.W.11-12.9

Speaking & Listening SL

1a Work with peers to promote democratic discussions. LC.SL.11-12.1A

1b Actively seek the ideas or opinions of others in a discussion on a given topic or text. LC.SL.11-12.1B

1c Consider a full range of ideas or positions on a given topic or text when presented in a discussion. LC.SL.11-12.1C

1d Engage appropriately in discussion with others who have a diverse or divergent perspectives. LC.SL.11-12.1D

1e Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text LC.SL.11-12.1E

1f Summarize points of agreement and disagreement within a discussion on a given topic or text. LC.SL.11-12.1F

1g Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding. LC.SL.11-12.1G

2 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text. LC.SL.11-12.2

3a Determine the speaker's point of view or purpose in a text. LC.SL.11-12.3A

3b Determine what arguments the speaker makes. LC.SL.11-12.3B

3c Evaluate the evidence used to make the speaker's argument. LC.SL.11-12.3C

3d Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice. LC.SL.11-12.3D

4 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas. LC.SL.11-12.4

5 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. LC.SL.11-12.5

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Language

2a Use hyphenation conventions. LC.L.11-12.2A

2b **Spell correctly.** LC.L.11-12.2B

3a **Create and edit permanent products to conform to guidelines in a style manual.** LC.L.11-12.3A

3b **Vary syntax within writing for effect.** LC.L.11-12.3B

4a **Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.** LC.L.11-12.4A

4b **Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.** LC.L.11-12.4B

4c **Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.** LC.L.11-12.4C

4d **Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.** LC.L.11-12.4D

4e **Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).** LC.L.11-12.4E

5a **Identify hyperbole in a text.** LC.L.11-12.5A

5b **Interpret how literary devices advance the plot or affect the tone or pacing of a text.** LC.L.11-12.5B

5c **Interpret figures of speech in context.** LC.L.11-12.5C

5d **Explain differences or changes in the meaning of words with similar denotations.** LC.L.11-12.5D

6a **Use general academic and domain-specific words and phrases accurately.** LC.L.11-12.6A

6b **Use newly acquired domain-specific words and phrases accurately.** LC.L.11-12.6B