Nebraska English Language Arts

Grades 11, 12

Adopted 2021

Foundations of Reading	Foundations of Reading
Reading Prose and Poetry	**Central Ideas and Details** 1. Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts. LA.RP.1 1. Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts. LA.12.RP.1 2. Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole. LA.12.RP.2
	Author's Craft 3. Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text. LA.RP.3 3. Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text. LA.12.RP.3 4. Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact. LA.12.RP.4
	Knowledge and Ideas 5. Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text. LA.RP.5 5. Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. LA.12.RP.5 6. Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry. LA.12.RP.6 7. Analyze and evaluate multiple perspectives within and across a wide range of literary texts. LA.12.RP.7
	ange of Reading and Level of Text Complexity

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8. Read and comprehend complex, grade-level literary texts independently and proficiently. LA.RP.8

    8. Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently. LA.12.RP.8

Reading Informational text

Central Ideas and Details

1. Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts. LA.RI.1

    1. Evaluate the development of central ideas over the course of an informational text or texts. LA.12.RI.1

    2. Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole. LA.12.RI.2

Author's Craft

3. Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts. LA.RI.3

    3. Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text. LA.12.RI.3

    4. Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging. LA.12.RI.4

Knowledge and Ideas

5. Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts. LA.RI.5

    5. Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style. LA.12.RI.5

    6. Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims. LA.12.RI.6

    7. Analyze and evaluate multiple perspectives within and across a wide range of informational texts. LA.12.RI.7

Range of Reading and Level of Text Complexity

8. Read and comprehend complex, grade-level informational texts independently and proficiently. LA.RI.8

    8. Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently. LA.12.RI.8

Vo Skip to main content **:quisition and Use**

1. Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. LA.V.1

    1. Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. LA.12.V.1

        a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. LA.12.V.1.A

        b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). LA.12.V.1.B

        c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. LA.12.V.1.C

Context and Connotation

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. LA.V.2

    2. Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. LA.12.V.2

        a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. LA.12.V.2.A

        b. Analyze nuances in the meanings of words with similar denotations. LA.12.V.2.B

Writing

Production of Writing

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1. Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context. LA.W.1
    1. Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. LA.12.W.1
        a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. LA.12.W.1.A
        b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. LA.12.W.1.B
    2. Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. LA.12.W.2
        a. Identify and use resources and inquiry tools to plan, organize, and draft writing. LA.12.W.2.A
        b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.12.W.2.B
        c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. LA.12.W.2.C
        d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. LA.12.W.2.D
        e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.12.W.2.E

Modes of Writing

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3. Write in a variety of modes for a variety of purposes and audiences across disciplines. LA.W.3

    3. Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline. LA.12.W.3

        a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. LA.12.W.3.A

        b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. LA.12.W.3.B

        c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. LA.12.W.3.C

        d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. LA.12.W.3.D

        e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. LA.12.W.3.E

    4. Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.12.W.4

        a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. LA.12.W.4.A

        b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. LA.12.W.4.B

        c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. LA.12.W.4.C

        d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. LA.12.W.4.D

        e. Provide a conclusion that follows from and supports the argument(s) presented. LA.12.W.4.E

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5. Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.12.W.5
    a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. LA.12.W.5.A
    b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. LA.12.W.5.B
    c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. LA.12.W.5.C
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. LA.12.W.5.D
    e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. LA.12.W.5.E
6. Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s). LA.12.W.6
    a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. LA.12.W.6.A
    b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. LA.12.W.6.B
    c. Select and use appropriate note-taking formats to collect and organize information. LA.12.W.6.C
    d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). LA.12.W.6.D
    e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.12.W.6.E

Speaking and Listening **Comprehension and Collaboration**

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1. Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. LA.SL.1

    1. Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. LA.12.SL.1

        a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. LA.12.SL.1.A

        b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. LA.12.SL.1.B

        c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. LA.12.SL.1.C

        d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). LA.12.SL.1.D

        e. Complete a task following complex, multi-step directions. LA.12.SL.1.E

Presentation of Knowledge and Ideas

2. Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context. LA.SL.2

    2. Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences. LA.12.SL.2

        a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. LA.12.SL.2.A

        b. Convey a perspective with clear reasoning and valid evidence. LA.12.SL.2.B

        c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility. LA.12.SL.2.C

        d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). LA.12.SL.2.D

        e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. LA.12.SL.2.E