Ohio English Language Arts - Extended Learning Standards

# Grade 11 & 12

**Reading Standards for Literature**

**Key Ideas and Details**

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves information uncertain. RL.11-12.1

Complexity a

a Cite details from the text where information is unclear and use this information to draw inferences about what might be meant. RL.11-12.1A

Complexity b

b Cite details from the text where information is uncertain. RL.11-12.1B

Complexity c

c Identify details from the text to support the answers to questions. RL.11-12.1C

Learning Progression

- Understand the difference between inferences from the text and when the text leaves matters uncertain. RL.11-12.1.LP.A
- Identify details that are stated in a text. RL.11-12.1.LP.B
- Identify descriptors of a literary text. RL.11-12.1.LP.C
- Distinguish between the main points and details in a text. RL.11-12.1.LP.D
- Identify the setting in the text. RL.11-12.1.LP.E
- Identify the main focus of the text. RL.11-12.1.LP.F
- Identify characters in the text RL.11-12.1.LP.G
- Actively engage in the experience of reading a literary text. RL.11-12.1.LP.H
- Actively engage in the experience of reading a literary text. RL.11-12.1.LP.I

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2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text. RL.11-12.2

Complexity a

a Explain the importance of setting and character actions on the development and interaction of themes within the text. RL.11-12.2A

Complexity b

b Describe the theme of a text and show how it supports the main events. RL.11-12.2B

Complexity c

c Sequence main events and details related to the theme using grade-level/age-appropriate text. RL.11-12.2C

Learning Progression

- Explain two or more overarching lessons learned from the story RL.11-12.2.LP.A
- Explain how the problem is solved RL.11-12.2.LP.B
- Identify the problem the characters are facing. RL.11-12.2.LP.C
- Explain 1-2 overarching concepts in the story RL.11-12.2.LP.D
- Identify where the story takes place. RL.11-12.2.LP.E
- Identify the characters of a story. RL.11-12.2.LP.F
- Actively engage in discussing one or more of the events in a story. RL.11-12.2.LP.G
- Actively engage in discussing one or more of the events in a story. RL.11-12.2.LP.H

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3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.3

Complexity a

a Explain how the way the author ordered events and developed characters achieved the resolution of the story. RL.11-12.3A

Complexity b

b Explain how the story elements affect plot development. RL.11-12.3B

Complexity c

c Match the introduction of each character to the appropriate event in the story. RL.11-12.3C

Learning Progression

- Order events in the story either with a partner or independently. RL.11-12.3.LP.A
- Identify events in the story. RL.11-12.3.LP.B
- Identify the setting in the story. RL.11-12.3.LP.C
- Identify which characters solve the problems in the story. RL.11-12.3.LP.D
- Match characters to the problems in the story. RL.11-12.3.LP.E
- Identify problems in the story. RL.11-12.3.LP.F
- Identify characters in a story. RL.11-12.3.LP.G
- Actively engage in the retelling of a story. RL.11-12.3.LP.H
- Actively engage in the retelling of a story. RL.11-12.3.LP.I

**Craft and Structure**

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4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of the author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text. RL.11-12.4

Complexity a

a Analyze figurative language, connotation, and tone in a grade-level/age-appropriate text. RL.11-12.4A

Complexity b

b Determine the meaning of words or phrases based on how they are used in a text (connotation as well as denotation). RL.11-12.4B

Complexity c

c Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of a sad face with the phrase "sat with his head down"). RL.11-12.4C

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Learning Progression

- Define diction as word choice to convey meaning RL.11-12.4.LP.A
- Define diction as enunciation to convey meaning RL.11-12.4.LP.B
- Use diction to convey meaning in own speech and writing RL.11-12.4.LP.C
- Define tone as sounds in our voice that express feelings/ emotions RL.11-12.4.LP.D
- Define tone as words that convey feelings/emotions RL.11-12.4.LP.E
- Define more than two meanings for a multiple meaning word RL.11-12.4.LP.F
- Determine the literal meaning (denotation) of a word or symbol RL.11-12.4.LP.G
- Determine an alternate meaning (connotation) of a word or symbol RL.11-12.4.LP.H
- Select a phrase or symbol that matches figurative language in text, including metaphors using “like” or “as” RL.11-12.4.LP.I
- Identify figures of speech in spoken or printed text RL.11-12.4.LP.J
- Select words that convey different emotions in printed or spoken language RL.11-12.4.LP.K
- Select text or spoken words that suggest tone or mood RL.11-12.4.LP.L
- Use spoken or printed words that convey tone or mood RL.11-12.4.LP.M
- Identify emotion/feelings words RL.11-12.4.LP.N
- Match mood/feelings with facial features and body language in photos or real-life applications RL.11-12.4.LP.O
- Identify one’s own mood RL.11-12.4.LP.P
- Express mood to others RL.11-12.4.LP.Q
- Actively engage with mood-related pictures or text. RL.11-12.4.LP.R
- Actively engage with mood-related pictures or text. RL.11-12.4.LP.S

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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, meaning, and aesthetic impact. RL.11-12.5

Complexity a

a Explain how the author's decisions about the structure of the story (e.g., where it begins or ends; the tone evoked) make the story effective. RL.11-12.5A

Complexity b

b Identify the structure of the text (e.g., time, comedy, setting, parody). RL.11-12.5B

Complexity c

c Describe the structure that the author uses in a text. RL.11-12.5C

Learning Progression

- Identify author choices/structures in text that contribute to reader connections (feelings, emotions, similar experiences, etc.,) RL.11-12.5.LP.A
- Answer questions about the author's choices at the beginning and end of a story RL.11-12.5.LP.B
- Describe the beginning of a story RL.11-12.5.LP.C
- Describe the end of the story RL.11-12.5.LP.D
- Navigate to or indicate the beginning and end of the story RL.11-12.5.LP.E
- Identify elements in a story that the author can choose (i.e. character-names, looks, feelings, language, real or imaginary, setting-location, sensory elements, real or imaginary, descriptive word choice, mood, tone, ending, purpose, etc.) RL.11-12.5.LP.F
- Identify the author of the book RL.11-12.5.LP.G
- Actively engage in various parts of a text. RL.11-12.5.LP.H
- Actively engage in various parts of a text. RL.11-12.5.LP.I

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6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and evaluate the impact of these literary devices on the content and style of the text. RL.11-12.6

Complexity a

a Explain what is directly stated in a text and how it differs from what is meant (e.g., understatement, satire, irony). RL.11-12.6A

Complexity b

b Recognize literary devices in text (e.g., irony). RL.11-12.6B

Complexity c

c Identify real and imaginary information in a text. RL.11-12.6C

Learning Progression

- Recognize the presence of literary devices, such as understatement or irony, in a text. RL.11-12.6.LP.A
- Explain what is directly stated in a text and how it differs from what is actually meant (e.g., understatement, satire, irony). RL.11-12.6.LP.B
- Locate a phrase or sentence in a text that contradicts or exaggerates literal language into non-literal meanings RL.11-12.6.LP.C
- Define satire RL.11-12.6.LP.D
- Provide examples for satire in texts. RL.11-12.6.LP.E
- Define sarcasm RL.11-12.6.LP.F
- Provide examples for sarcasm in texts. RL.11-12.6.LP.G
- Define irony RL.11-12.6.LP.H
- Provide examples for irony in texts. RL.11-12.6.LP.I
- Actively engage in discussion with teacher or peers about what the text says and means. RL.11-12.6.LP.J
- Recognize satire, sarcasm, and irony in everyday life, such as in movies, television shows, conversations, and speeches. RL.11-12.6.LP.K
- Actively engage in what is stated in a text. RL.11-12.6.LP.L
- Actively engage in what is stated in a text. RL.11-12.6.LP.M

**Integration of Knowledge and Ideas**

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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. (Include at least one play by William Shakespeare and one play by an American dramatist.) RL.11-12.7

Complexity a

a Explain the effect of pairing a text with other artistic media (e.g., poem/ song and painting/ statue) and how it compares to the original source text. RL.11-12.7A

Complexity b

b Describe the key similarities and differences between print and other artistic media (e.g., poem/song and painting/statue). RL.11-12.7B

Complexity c

c Identify multiple interpretations of a story. RL.11-12.7C

Learning Progression

- Explain how a multimedia version of a story, drama, or poem is different from the text version. RL.11-12.7.LP.A
- Compare and contrast two different mediums of the same subject or text. RL.11-12.7.LP.B
- Identify common elements of a story, poem, or drama, including characters, settings, narrators, events, and themes. RL.11-12.7.LP.C
- Recognize various media formats. RL.11-12.7.LP.D
- Actively engage with two different media formats of a text. RL.11-12.7.LP.E
- Actively engage with two different media formats of a text. RL.11-12.7.LP.F

8 (Not applicable to literature) RL.11-12.8

Learning Progression

- (Not applicable to literature) RL.11-12.8A

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9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics. RL.11-129

Complexity a

a Compare and contrast themes from two related works of classical literature translated into modern literature (e.g., Romeo and Juliet into West Side Story). RL.11-12.9A

Complexity b

b Identify the theme conveyed through a work of American literature from the eighteenth-, nineteenth-, and early twentieth-century. RL.11-12.9B

Complexity c

c Identify works of American literature from the eighteenth-, nineteenth-, and early twentieth-century from an array of sample texts. RL.11-12.9C

Learning Progression

- Compare and contrast stories about the same time period. RL.11-12.9.LP.A
- Identify the theme in a work of literature. RL.11-12.9.LP.B
- Explain what the story is about. RL.11-12.9.LP.C
- Identify the time period from which the story is being told. RL.11-12.9.LP.D
- Define setting. RL.11-12.9.LP.E
- Recognize setting in a text. RL.11-12.9.LP.F
- Recognize words or phrases that are time period specific. RL.11-12.9.LP.G
- Recognize that stories are set in various time periods. RL.11-12.9.LP.H
- Engage in texts from various time periods in American history. RL.11-12.9.LP.I
- Engage in texts from various time periods in American history. RL.11-12.9.LP.J

**Range of Reading and Level of Text Complexity**

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10 By the end of grade 11, read and comprehend literature— including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. RL.11-12.10

Complexity a

a Read grade-level/ age-appropriate, adapted literature materials. RL.11-12.10A

Complexity b

b Read supported grade-level/age-appropriate, adapted literature materials. RL.11-12.10B

Complexity c

c Actively participate in supported grade-level/ age-appropriate, adapted literature materials. RL.11-12.10C

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Learning Progression

- Personal Societal and Ethical Connections RL.11-12.10.LP.A
- Compare personal experiences with ethical references in text. RL.11-12.10.LP.B
- Define ethical context in a text as having to do with right and wrong. RL.11-12.10.LP.C
- Compare personal experiences with social references in text. RL.11-12.10.LP.D
- Define societal context in a text as having to do with social relations stemming from practices or beliefs. RL.11-12.10.LP.E
- Background Knowledge RL.11-12.10.LP.F
- Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RL.11-12.10.LP.G
- Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RL.11-12.10.LP.H
- Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RL.11-12.10.LP.I
- Prior Knowledge RL.11-12.10.LP.J
- Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RL.11-12.10.LP.K
- Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RL.11-12.10.LP.L
- Share prior knowledge related to a given information, concept, experience or text structure. RL.11-12.10.LP.M
- Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RL.11-12.10.LP.N
- Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RL.11-12.10.LP.O
- Text-to-Text, Text-to-Self, and Text-to-World Connections / Comparisons RL.11-12.10.LP.P
- Demonstrate a purpose for reading by making text connections (text-to-self, text-totext, text-to-world) before, during or after reading. RL.11-12.10.LP.Q
- Identify text-to-world connection related to a specific text. RL.11-12.10.LP.R

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- Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media…") RL.11-12.10.LP.S
- Acknowledge that people, places and events are broader than one's own experiences. RL.11-12.10.LP.T
- Decoding / Phonological Awareness RL.11-12.10.LP.U
- Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems) RL.11-12.10.LP.V
- Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RL.11-12.10.LP.W
- Actively engage with grade-level stories, dramas and poems. RL.11-12.10.LP.X

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**Reading Standards for Informational Text**

**Key Ideas and Details**

1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.1

Complexity a

a Cite details from the text where information is uncertain and use this information to draw inferences about what might be meant. RI.11-12.1A

Complexity b

b Cite details from the text where information is uncertain. RI.11-12.1B

Complexity c

c Identify details from the text to support the answers to questions. RI.11-12.1C

Learning Progression

- Distinguish between explicit and inference in the text. RI.11-12.1.LP.A
- Identify details in the text related to the topic in the question.. RI.11-12.1.LP.B
- Identify the topic within the question. RI.11-12.1.LP.C
- Identify questions about the text. RI.11-12.1.LP.D
- Actively engage in the reading of informational text. RI.11-12.1.LP.E

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2 Analyze informational text development. a. 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. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. RI.11-12.2

Complexity a

a Summarize the central ideas in a text and explain how one central idea builds on or supports another. RI.11-12.2A

Complexity b

b Identify the topic of a text and support it with details from the text. RI.11-12.2B

Complexity c

c Sequence two or more main ideas related to the central idea of a text. RI.11-12.2C

Learning Progression

- Describe what an abstract should include. RI.11-12.2.LP.A
- Describe what an abstract should exclude. RI.11-12.2.LP.B
- Identify how the details appear in the paragraphs of the text. RI.11-12.2.LP.C
- Identify details about the topic. RI.11-12.2.LP.D
- Identify the topic of the text. RI.11-12.2.LP.E
- Distinguish between main ideas and details in the text. RI.11-12.2.LP.F
- Identify details in the text that support the main idea. RI.11-12.2.LP.G
- Identify the main idea in the text. RI.11-12.2.LP.H
- Identify the central idea in reference to informational text. RI.11-12.2.LP.I
- Identify details within the paragraphs text. RI.11-12.2.LP.J
- Actively engage during the sharing of a sentence or paragraph from informational text. RI.11-12.2.LP.K
- Actively engage during the sharing of a sentence or paragraph from informational text. RI.11-12.2.LP.L

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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.11-12.3

Complexity a

a Explain how the author ordered events and developed ideas to support the conclusions offered. RI.11-12.3A

Complexity b

b Explain connections among events, ideas, individuals, or steps and how they lead to the conclusion. RI.11-12.3B

Complexity c

c Explain connections between two events, ideas, individuals, or steps in a historical, scientific, or technical text. RI.11-12.3C

Learning Progression

- Identify steps, ideas or events in historical, scientific or technical text. RI.11-12.3.LP.A
- Describe a text, idea, or event connection in an informational text. RI.11-12.3.LP.B
- Distinguish between distinguish between historical, scientific or technical text. add LP identify characteristics of historical, scientific or technical text. RI.11-12.3.LP.C
- Identify characteristics of historical, scientific, or technical text. RI.11-12.3.LP.D
- Actively engage in the sharing of the text. RI.11-12.3.LP.E

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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 (e.g., how James Madison defines “faction” in Federalist No. 10). RI.11-12.4

Complexity a

a Determine the figurative and connotative meanings of words and phrases; explain how the author uses contentspecific terms to clarify or expand understanding of an idea. RI.11-12.4A

Complexity b

b Determine the meaning of key words or phrases based on context clues or graphic supports in a text. RI.11-12.4B

Complexity c

c Identify content-specific words, key terms, or technical terms in a text. RI.11-12.4C

Learning Progression

- Identify multiple meanings of words and phrases related to the topic RI.11-12.4.LP.A
- Explain the difference between literal and nonliteral language RI.11-12.4.LP.B
- Identify how the author uses certain words and phrases to set the tone of the text RI.11-12.4.LP.C
- Identify how words in the text impact meaning in the text RI.11-12.4.LP.D
- Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation) RI.11-12.4.LP.E
- Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text RI.11-12.4.LP.F

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5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.5

Complexity a

a Explain how well the author uses various structures (e.g., engaging topics and tone, convincing details, clear points) in the text. RI.11-12.5A

Complexity b

b Categorize relevant and irrelevant information related to an argument/claim. RI.11-12.5B

Complexity c

c Identify the author's argument. RI.11-12.5C

Learning Progression

- Discuss the purpose of argument in a text. RI.11-12.5.LP.A
- Examine how arguments are structured in a text. RI.11-12.5.LP.B
- Identify the difference between relevant and irrelevant information as it relates to the topic. RI.11-12.5.LP.C
- Identify words in the text that are specific to the text topic • Identify the topic of the text. RI.11-12.5.LP.D
- Actively engage in the sharing of informational texts with clear arguments. RI.11-12.5.LP.E

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6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI.11-12.6

Complexity a

a Cite evidence from the text to support how the style and content of a text enhances the author's perspective or purpose. RI.11-12.6A

Complexity b

b Describe how the content of a text enhances the author's perspective. RI.11-12.6B

Complexity c

c Identify style and how it relates to the purpose of a text. RI.11-12.6C

Learning Progression

- Identify the difference between author's perspective and purpose RI.11-12.6.LP.A
- Define the different types of author's purpose. RI.11-12.6.LP.B
- Identify the topic of the text. RI.11-12.6.LP.C
- Identify words in the text that are specific to the text topic. RI.11-12.6.LP.D
- Identify the author's style. RI.11-12.6.LP.E
- Examine multiple types of styles in text. RI.11-12.6.LP.F
- Actively engage in the sharing of informational texts with various purposes or perspectives. RI.11-12.6.LP.G

7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, textually) to address a question or solve a problem. RI.11-12.7

Complexity a

a Select appropriate text presented in different media or formats to determine their relevance in answering a question or solving a problem. RI.11-12.7A

Complexity b

b Using a set of multiple resources in various media or formats, determine their relevance in answering questions or solving problems. RI.11-12.7B

Complexity c

c Identify two or more sources of information for a specific topic. RI.11-12.7C

Learning Progression

- Identify various print and multimedia depictions of the same topic. RI.11-12.7.LP.A
- Actively engage with two different media formats on the same topic RI.11-12.7.LP.B

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8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist papers, presidential addresses). RI.11-12.8

Complexity a

a Compare and contrast why statements about seminal U.S. texts are relevant or irrelevant RI.11-12.8A

Complexity b

b Identify relevant information from seminal U.S. text (e.g., Martin Luther King Jr.'s "I Have a Dream" speech). RI.11-12.8B

Complexity c

c Identify one or more examples of seminal U. S. texts (i.e., the U.S. Constitution, the Emancipation Proclamation, the Gettysburg Address, etc.). RI.11-12.8C

Learning Progression

- Identify the difference between delineating and evaluating a text. RI.11-12.8.LP.A
- Identify what is considered a seminal U.S. text. RI.11-12.8.LP.B
- Identify the differences between a seminal U.S. text and one that is not. RI.11-12.8.LP.C
- Identify the difference between relevant and irrelevant information as it relates to the topic. RI.11-12.8.LP.D
- Actively engage in reading a historical U.S. document. RI.11-12.8.LP.E

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9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Abraham Lincoln's second inaugural address) for their themes, purposes, and rhetorical features. RI.11-12.9

Complexity a

a Determine the themes and/ or purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance. RI.11-12.9A

Complexity b

b Given a quote from the document, identify a concept presented in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance. RI.11-12.9B

Complexity c

c Match images or objects that represent meanings from within a document of historical or literary significance (e.g., match a picture of Abraham Lincoln with the Gettysburg Address). RI.11-12.9C

Learning Progression

- Read U.S. primary documents RI.11-12.9.LP.A
- Identify the theme in U.S. primary documents. RI.11-12.9.LP.B
- Define theme. RI.11-12.9.LP.C
- Identify main ideas and overarching concepts in U.S. seminal documents. RI.11-12.9.LP.D
- Actively engage with the sharing of the same or similar topics from two or more U.S. documents. RI.11-12.9.LP.E

**Range of Reading and Level of Text Complexity**

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10 By the end of grade 11, read and comprehend literature— including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 11– CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. RI.11-12.10

Complexity a

a Read grade-level/ age-appropriate, adapted informational or technical text. RI.11-12.10A

Complexity b

b Read supported grade-level/age-appropriate, adapted informational or technical text. RI.11-12.10B

Complexity c

c Actively participate in supported grade-level/ age-appropriate, adapted informational or technical text. RI.11-12.10C

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Learning Progression

- Compare personal experiences with ethical references in text. RI.11-12.10.LP.A
- Define ethical context in a text as having to do with right and wrong. RI.11-12.10.LP.B
- Compare personal experiences with social references in text. RI.11-12.10.LP.C
- Define social context in a text as having to do with popular or general societal practices or beliefs. RI.11-12.10.LP.D
- Compare personal experiences with historical references in text. RI.11-12.10.LP.E
- Define historical context in a text as having to do with factual past events. RI.11-12.10.LP.F
- Compare personal experiences with cultural references in text. RI.11-12.10.LP.G
- Define cultural context in a text as having to do with ideas, customs, lifestyle or behaviors of a group of people. RI.11-12.10.LP.H
- Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RI.11-12.10.LP.I
- Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RI.11-12.10.LP.J
- Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RI.11-12.10.LP.K
- Text-to-World Connections RI.11-12.10.LP.L
- Demonstrate a purpose for reading by making text connections (textto-self, text-to-text, text-to-world) before, during or after reading. RI.11-12.10.LP.M
- Identify text-to-world connection related to a specific text. RI.11-12.10.LP.N
- Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media…") RI.11-12.10.LP.O
- Acknowledge that people, places and events are broader than one's own experiences. RI.11-12.10.LP.P
- Background Knowledge RI.11-12.10.LP.Q
- Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RI.11-12.10.LP.R

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- Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RI.11-12.10.LP.S
- Prior Knowledge RI.11-12.10.LP.T
- Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RI.11-12.10.LP.U
- Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RI.11-12.10.LP.V
- Share prior knowledge related to a given information, concept, experience or text structure. RI.11-12.10.LP.W
- Decoding / Phonological Awareness RI.11-12.10.LP.X
- Decode all word types with automaticity - this includes automatic RI.11-12.10.LP.Y
- Recall of all sound symbol correspondences and automaticity with all Phonemic RI.11-12.10.LP.Z
- Awareness skills RI.11-12.10.LP.AA
- Actively engage in the reading of grade-level, literary non-fiction including stories, dramas and poems. RI.11-12.10.LP.AB

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**Writing** **Text Types and Purposes**

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1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternative or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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 words, phrases, and clauses 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. W.11-12.1

Complexity a

a Generate a position; provide relevant support from the text; examine counterclaims; use appropriate style, tone, and organization; and provide an appropriate conclusion. W.11-12.1A

Complexity b

b Compose an argument to support a position by selecting reasons and relevant facts from the text. W.11-12.1B

Complexity c

c Generate a written text by selecting reasons and relevant facts including a personal position on a given topic. W.11-12.1C

Learning Progression

- Identify claim and counterclaim in a text. W.11-12.1.LP.A
- Define claim and counterclaim. W.11-12.1.LP.B
- Identify the elements of persuasive writing (intro, body, and conclusion). W.11-12.1.LP.C
- Identify characteristics of an argument. W.11-12.1.LP.D
- Identify evidence to support a position. W.11-12.1.LP.E
- Identify the purpose of a persuasive writing. W.11-12.1.LP.F
- Identify various positions in a text. W.11-12.1.LP.G
- Determine relevant facts in a text. W.11-12.1.LP.H
- Distinguish relevant facts from reasons when supporting a position. W.11-12.1.LP.I
- Actively participate in the sharing of a claim on a topic. W.11-12.1.LP.J
- Engage in expressive communication with others W.11-12.1.LP.K
- Engage in receptive communication with others W.11-12.1.LP.L

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2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; 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 to aid comprehension, if needed. 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. 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. e. Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11-12.2

Complexity a

a Generate a written informative/ explanatory text that provides relevant, wellorganized support (including transitions, headings, charts, and graphics). Use appropriate style, tone, and domain-specific terms and provide an appropriate conclusion using a template or graphic organizer with support. W.11-12.2A

Complexity b

b Generate an informative text on a topic, including a topic sentence, supporting facts and details, and a concluding sentence. W.11-12.2B

Complexity c

c Compose a text on a topic, including a topic sentence and conclusion. W.11-12.2C

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Learning Progression

- Identify text features that help to organize writing and support the reader. (i.e. table of contents, figures, multimedia, transitions, headings, charts, bolded vocabulary, and graphics, glossary, etc.) W.11-12.2.LP.A
- Identify the key elements of an informative/explanatory essay (intro, body, and conclusion W.11-12.2.LP.B
- Use a sentence frame or other scaffold, as needed, to generate a sentence. W.11-12.2.LP.C
- Identify the required elements of a sentence. W.11-12.2.LP.D
- Identify the topic to be included within a topic and concluding sentence. W.11-12.2.LP.E
- Identify the structure and elements within a paragraph. (topic sentence, sentences containing supporting details, concluding statement. W.11-12.2.LP.F
- Select facts and details from a reliable source to include in writing about a given topic. W.11-12.2.LP.G
- Identify the purpose of an informative text. W.11-12.2.LP.H
- Actively engage in the sharing of facts on a topic or personal story. W.11-12.2.LP.I

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3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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; create a smooth progression of experiences or events. b. Use narrative techniques— such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters. 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). |d. Use precise words and phrases, details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.3

Complexity a

a Generate a narrative text that includes a setting, narrator, and/ or characters, and a structured series of events. Include appropriate techniques (e.g., dialogue, pacing, description, reflection) and appropriate sensory language. Provide an appropriate conclusion or resolution. W.11-12.3A

Complexity b

b Generate a narrative text that includes dialogue, pacing, description, a logical sequence of events, and a conclusion (e.g., what was experienced, observed, or resolved). W.11-12.3B

Complexity c

c Generate narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict. W.11-12.3C

Learning Progression

- Create dialogue to align with the sequential details. Identify narrative techniques (e.g., dialogue, description, or reflection). W.11-12.3.LP.A
- Map sequential details and ideas for the story (beginning, middle, and resolution). W.11-12.3.LP.B
- Identify plot development. W.11-12.3.LP.C
- Identify setting in relation to the story. W.11-12.3.LP.D
- Identify characters and roles in the story. W.11-12.3.LP.E
- Identify the elements of a story. W.11-12.3.LP.F
- Actively engage in personal storytelling. W.11-12.3.LP.G
- Actively engage in personal storytelling. W.11-12.3.LP.H

**Production and Distribution of Writing**

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4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. W.11-12.4

Complexity a

a Identify the required form of writing to a specific audience based on a given purpose. W.11-12.4A

Complexity b

b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks. W.11-12.4B

Complexity c

c Determine whether a passage is persuasive, informative, or narrative. W.11-12.4C

Learning Progression

- Develop an outline to demonstrate organization of writing. W.11-12.4.LP.A
- Identify how to construct an outline (e.g., Intro, thesis, topic sentences, etc.,). W.11-12.4.LP.B
- Define style as demonstrated in various types of writing (persuasive, informative, and narrative) W.11-12.4.LP.C
- Identify various styles in multiple texts. W.11-12.4.LP.D
- Distinguish between language used for each writing style (persuasive, informative, and narrative). W.11-12.4.LP.E
- Match language to corresponding text type. W.11-12.4.LP.F
- Identify the types of language used in persuasive, informative, and narrative writing. W.11-12.4.LP.G
- Identify characteristics of persuasive, informative and narrative text. W.11-12.4.LP.H
- Develop writing skills including generating ideas, organizing ideas, converting communication/thoughts into text, conventions, etc. (refer to skill development sequences for encoding, spelling, morphology, vocabulary, etc.) W.11-12.4.LP.I
- Actively participate in expressive communication for the purpose of writing. W.11-12.4.LP.J
- Engage with an audience for writing W.11-12.4.LP.K
- Actively engage with texts with various purposes. W.11-12.4.LP.L

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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. W.11-12.5

Complexity a

a Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support. W.11-12.5A

Complexity b

b Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support. W.11-12.5B

Complexity c

c With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text). W.11-12.5C

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Learning Progression

- Revise sentences to clarify the meaning of writing task. W.11-12.5.LP.A
- Identify whether or not sentences are clear in meaning-- according to the task. W.11-12.5.LP.B
- Edit writing for spelling. W.11-12.5.LP.C
- Edit writing for conventions. W.11-12.5.LP.D
- Practice editing sentences with errors in capitalization and end punctuation. W.11-12.5.LP.E
- Identify punctuation and capitalization errors that need editing. W.11-12.5.LP.F
- Identify the rules for capitalization. W.11-12.5.LP.G
- Identify the rules for ending punctuation. W.11-12.5.LP.H
- Generate written sentences using technology and assistive technologies as needed. W.11-12.5.LP.I
- Develop writing skills including generating ideas, converting communication/thoughts into text, grammar, conventions, etc. (refer to skill development sequences for encoding, spelling, morphology, vocabulary, etc.) W.11-12.5.LP.J
- Actively participate in converting thoughts and communications in written form W.11-12.5.LP.K
- Actively participate in expressive communication for the purpose of writing. W.11-12.5.LP.L
- Engage with an audience of one or more W.11-12.5.LP.M
- Actively engage in the sharing of text with and without errors in convention. W.11-12.5.LP.N

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6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.6

Complexity a

a Use information from print or digital sources to produce or update a paragraph on a given topic. W.11-12.6A

Complexity b

b Use information from print or digital sources to generate a paragraph relevant to a given topic. W.11-12.6B

Complexity c

c Use information from print or digital sources to generate simple sentences that are relevant to a given topic. W.11-12.6C

Learning Progression

- Develop independence in the use of technology, including assistive technology for communication, writing and research. W.11-12.6.LP.A
- Determine which technology can assist with composing writing. W.11-12.6.LP.B
- Use technology tools to review sentences for autocorrect errors. W.11-12.6.LP.C
- Actively participate in a shared writing experience using assistive technology tools. W.11-12.6.LP.D
- Actively participate in the use of assistive technology to share ideas that will eventually be published as writing. W.11-12.6.LP.E

**Research to Build and Present Knowledge**

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7 Conduct short as well as sustained research projects 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.11-12.7

Complexity a

a Collect information from relevant sources to find the answer to a question or solve a problem. W.11-12.7A

Complexity b

b Select one or more relevant sources to find the answer to a question or solve a problem. W.11-12.7B

Complexity c

c Identify a topic of interest for research and select a source to gather information on that topic. W.11-12.7C

Learning Progression

- Outline a large research project by ordering the steps from beginning to end. W.11-12.7.LP.A
- Evaluate source material for its relevance to a topic or claim. W.11-12.7.LP.B
- Identify related information from different sources. W.11-12.7.LP.C
- Sort information from various sources to show its relevance to different sections of a project. W.11-12.7.LP.D
- Explain why information is relevant to the section. W.11-12.7.LP.E
- Collect information from relevant sources to find the answer to a question or solve a problem. W.11-12.7.LP.F
- Determine whether a source is on topic or off topic. W.11-12.7.LP.G
- Determine whether a source is relevant or irrelevant based on the research topic. W.11-12.7.LP.H
- Identify a topic, problem or complex question or problem for large scale research project.v W.11-12.7.LP.I
- Identify a simple question for short-term research project. W.11-12.7.LP.J
- Engage with information sources for the purpose of research. W.11-12.7.LP.K

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8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. W.11-12.8

Complexity a

a Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report. Cite sources using a template or graphic organizer with support. W.11-12.8A

Complexity b

b Compare information from various sources to determine strengths and weaknesses; cite sources using a template or graphic organizer with support. W.11-12.8B

Complexity c

c Identify one or more sources that are likely to provide relevant information about a topic or idea. W.11-12.8C

Learning Progression

- Use advanced search features to refine search accuracy and reliability. W.11-12.8.LP.A
- Use tools to evaluate internet resources and content. W.11-12.8.LP.B
- Use digital tools (bibme, citation machine, citavi, citefast, easybib, ottobib, etc.), that create properly formatted (APA, MLA) citations. W.11-12.8.LP.C
- Use digital tools, including search features to access relevant information. W.11-12.8.LP.D
- Match topics to potential sources (recipe in a cookbook, election results in the newspaper). W.11-12.8.LP.E
- Identify sources of digital and print based research information. W.11-12.8.LP.F
- Identify characteristics of a reliable source. W.11-12.8.LP.G

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9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a.Apply grades 11–12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early twentiethcentury foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b.Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist papers, presidential addresses]”). W.11-12.9

Complexity a

a Use evidence from an age-appropriate source, fiction or nonfiction, to support writing. W.11-12.9A

Complexity b

b Select evidence from an age-appropriate source to support writing. W.11-12.9B

Complexity c

c Identify whether a fiction or nonfiction source will support writing. W.11-12.9C

Learning Progression

- Determine evidence from text that will support the claims in a text. W.11-12.9.LP.A
- Demonstrate skills required to reading literature and/ or information text. (identify themes and topics, identify claims and evidence, etc.) W.11-12.9.LP.B
- Identify a claim. W.11-12.9.LP.C
- Actively explore fiction and nonfiction sources on a chosen topic for writing. W.11-12.9.LP.D

**Range of Writing**

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10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.11-12.10

Complexity a

a Generate written text routinely for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.) W.11-12.10A

Complexity b

b Participate routinely in supported writing/ communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.) W.11-12.10B

Complexity c

c Actively participate in shared writing/ communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.) W.11-12.10C

Learning Progression

- Generate writing for projects and knowledge demonstration across subject areas. W.11-12.10.LP.A
- Break large writing task into smaller segments of writing. W.11-12.10.LP.B
- Capture thoughts and communications as writing W.11-12.10.LP.C
- Use of assistive technology to share ideas that will eventually be published as writing. W.11-12.10.LP.D
- Actively participate in a shared writing experience using assistive technology tools as needed. W.11-12.10.LP.E
- Increase the number of communication expressions over given time period W.11-12.10.LP.F
- Develop a formal mode of communication that is understood by others W.11-12.10.LP.G
- Establish a mode of access for communication W.11-12.10.LP.H
- Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch) W.11-12.10.LP.I
- Actively participate in shared writing. W.11-12.10.LP.J

**Speaking and Listening** **Comprehension and Collaboration**

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1 Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed. 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. d. Respond thoughtfully to diverse perspectives; 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.11-12.1

Complexity a

a Initiate and participate in discussions with communication partners or engage in conversational turn-taking about age-appropriate topics or texts with a diverse range of partners. Compromise in decision-making when there is a disagreement. Respond critically and thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions. SL.11-12.1A

Complexity b

b Participate in discussions with communication partners or engage in conversational turn-taking about age-appropriate topics or texts. State and defend an opinion on a topic. Pose and respond to specific questions to participate in a discussion. SL.11-12.1B

Complexity c

c Participate in conversational exchanges with communication partners or engage in conversational turn-taking about age-appropriate topics or texts. Respond to opinions, questions, comments, and exchanges of others when prompted. SL.11-12.1C

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Learning Progression

- Explain the difference between asking a question and making statements. SL.11-12.1.LP.A
- Identity the differences between questions and statements. SL.11-12.1.LP.B
- Identify verbal and nonverbal cues. SL.11-12.1.LP.C
- Identify when a conversation calls for an opinion or facts. SL.11-12.1.LP.D
- Demonstrate understanding of how to ask questions that further conversation (i.e., open-ended questions). SL.11-12.1.LP.E
- Recognize the difference between facts and opinions. SL.11-12.1.LP.F
- Demonstrate active listening through body language, eye contact, body language, nodding, repeating the question, etc. SL.11-12.1.LP.G
- Actively engage in verbal and/or nonverbal communication with peers. SL.11-12.1.LP.H

2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.2

Complexity a

a Differentiate information from multiple sources to form an opinion and solve problems. Explain how the information influenced the opinion or contributed to the solution of the problem. SL.11-12.2A

Complexity b

b Categorize information from two or three sources to solve a problem. SL.11-12.2B

Complexity c

c Use information from various sources to solve a problem. SL.11-12.2C

Learning Progression

- Recognize that multiple sources connect to the same problem or topic. SL.11-12.2.LP.A
- Identify how and where to find various sources. SL.11-12.2.LP.B
- Identify how to narrow sources to a single topic. SL.11-12.2.LP.C
- Identify a problem that needs to be solved. SL.11-12.2.LP.D
- Identify main ideas and key details in a text or other source. SL.11-12.2.LP.E
- Actively engage with various materials about a topic. SL.11-12.2.LP.F

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3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.3

Complexity a

a Explain a speaker's point of view (attitudes, feelings, beliefs) and cite relevant support that the speaker provides. SL.11-12.3A

Complexity b

b Identify a speaker's point of view and cite a reason given for that point of view. SL.11-12.3B

Complexity c

c Identify a speaker's point of view. SL.11-12.3C

Learning Progression

- Identify when the speaker is giving an opinion or presenting points about a topic. SL.11-12.3.LP.A
- Identify details that support the point the speaker is making. SL.11-12.3.LP.B
- Identify the speaker in a text or speech SL.11-12.3.LP.C
- Recognize that a text or speech has a narrator or speaker. SL.11-12.3.LP.D
- Recognize the difference between main points and details SL.11-12.3.LP.E
- Actively engage in guided discussion about a particular topic. SL.11-12.3.LP.F

**Presentation of Knowledge and Ideas**

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4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 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. SL.11-12.4

Complexity a

a Present an evidence-based perspective in an organized manner appropriate to the purpose, topic, and audience. SL.11-12.4A

Complexity b

b Present pertinent opinions as appropriate to the topic or purpose of the presentation and the audience. SL.11-12.4B

Complexity c

c Present an opinion that is appropriate to the topic or purpose of the presentation. SL.11-12.4C

Learning Progression

- Identify important details in a text. SL.11-12.4.LP.A
- Locate sources on a topic. SL.11-12.4.LP.B
- Identify the purpose of a presentation. SL.11-12.4.LP.C
- Identify the differences between facts and falsehoods. SL.11-12.4.LP.D
- Identify the common rules of giving presentations (e.g., speak clearly, make eye contact, volume). SL.11-12.4.LP.E
- Gain and maintain attention with an audience of any size SL.11-12.4.LP.F
- Demonstrate active engagement SL.11-12.4.LP.G

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5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.5

Complexity a

a Integrate multimedia and visual components and explain their relevance to a presentation. SL.11-12.5A

Complexity b

b Apply multimedia and visual components to a presentation. SL.11-12.5B

Complexity c

c Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation. SL.11-12.5C

Learning Progression

- Recognize the importance of including multimedia elements in presentations. SL.11-12.5.LP.A
- List the many choices of multimedia that can be added to presentations to enhance meaning. SL.11-12.5.LP.B
- Identify the role of assistive technology in presentations. SL.11-12.5.LP.C
- Use assistive technology in order to add multimedia components to presentations. SL.11-12.5.LP.D
- Actively engage in various formats on a chosen topic. SL.11-12.5.LP.E

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6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 language standards 1 and 3 for specific expectations.) SL.11-12.6

Complexity a

a Adapt communication specific to the formal or informal situation. SL.11-12.6A

Complexity b

b Effectively communicate in a variety of formal and informal situations. SL.11-12.6B

Complexity c

c Effectively communicate in informal situations. SL.11-12.6C

Learning Progression

- Identify various contexts in which speeches are given SL.11-12.6.LP.A
- Identify the style in which a speech is given.. SL.11-12.6.LP.B
- Understand the difference between formal and informal English. SL.11-12.6.LP.C
- Recognize when to use formal register and a time to use casual register. SL.11-12.6.LP.D
- Demonstrate use of formal and informal registers in appropriate situations SL.11-12.6.LP.E
- Match speech contexts with specific tasks or scenarios. (i.e. formal speech should be used when giving a speech about research vs. text messaging a friend using slang and abbreviated speech patterns SL.11-12.6.LP.F
- Listen to or watch speeches in various styles. SL.11-12.6.LP.G
- Actively engage in communication with adults. SL.11-12.6.LP.H
- Actively engage in communication with peers. SL.11-12.6.LP.I
- Actively engage in communication with peers. SL.11-12.6.LP.J

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**Language** **Conventions of Standard English**

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1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. L.11-12.1

Complexity a

a Replace unconventional words or phrases with a moreconventional words or phrases; refer to references to check or refine. L.11-12.1A

Complexity b

b Choose a more-conventional word or phrase to replace an unconventional word or phrase in a sentence. L.11-12.1B

Complexity c

c Match a more-conventional word or phrase to an unconventional word or phrase in a sentence (e.g., Googling = Internet search; adulting = responsibility, maturity). L.11-12.1C

Learning Progression

- Use pictures, objects, words and/or phrases to communicate during a shared writing or speaking activity. L.11-12.1.LP.A
- Communicate for the purpose of being understood L.11-12.1.LP.B
- Match words to pictures or objects. L.11-12.1.LP.C
- Engage with a communication partner L.11-12.1.LP.D

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell words correctly. L.11-12.2

Complexity a

a Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. L.11-12.2A

Complexity b

b Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. L.11-12.2B

Complexity c

c Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly. L.11-12.2C

Learning Progression

- Actively engage in reviewing multiple examples of proper hyphen usage L.11-12.2.LP.A
- Spell phonetically irregular words correctly. L.11-12.2.LP.B
- Spell using irregular phoneme grapheme match, morphemes and spelling rules. L.11-12.2.LP.C
- Spell phonetically regular words correctly. L.11-12.2.LP.D
- Encode words using phonemes. L.11-12.2.LP.E
- Encode words using syllables. L.11-12.2.LP.F
- Develop writing skills including generating ideas, converting communication/thoughts into text, conventions, etc. (refer to skill development sequences for encoding, spelling, morphology, vocabulary, etc.) L.11-12.2.LP.G
- Actively participate in expressive communication for the purpose of writing. L.11-12.2.LP.H
- Engage with an audience for writing L.11-12.2.LP.I

**Knowledge of Language**

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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. a. Vary syntax for effect, consulting references (e.g., Virginia Tufte's Artful Sentences) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading. L.11-12.3

Complexity a

a Apply conventions of language to communicate effectively in different contexts. L.11-12.3A

Complexity b

b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation. L.11-12.3B

Complexity c

c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation. L.11-12.3C

Learning Progression

- Use word choice and style appropriate to content. L.11-12.3.LP.A
- Use proper sentence structure. L.11-12.3.LP.B
- Communicate using appropriate grammar. L.11-12.3.LP.C
- Identify the difference between formal and informal style, which affects syntax. L.11-12.3.LP.D
- Match varied sentence structures to varied style or meaning. L.11-12.3.LP.E
- Interact with others using language. L.11-12.3.LP.F
- Engage with others for the purpose of communicating. L.11-12.3.LP.G

**Vocabulary Acquisition and Use**

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4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. c. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. d. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). e. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. f. 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). L.11-12.4

Complexity a

a Use context clues, word structure, or reference materials to determine the meaning of unknown words and multiple-meaning words at grade-level complexity. L.11-12.4A

Complexity b

b Use context clues to determine the meaning of unknown or multiple-meaning words. L.11-12.4B

Complexity c

c Select a picture or written text that matches the meaning of a word. L.11-12.4C

Learning Progression

- Connect the meaning of a word or phrase to its sentence or paragraph level context. L.11-12.4.LP.A
- Identify words represented in text or visually that have multiple meanings. L.11-12.4.LP.B
- Use technology tools to look up and define the literal or primary meaning of an unknown word (denotation) as needed. L.11-12.4.LP.C
- Match individual morphemes from and unknown word to its meaning. L.11-12.4.LP.D
- Identify the morphemes within an unknown word. L.11-12.4.LP.E
- Identify unknown words in text. L.11-12.4.LP.F
- Actively engage with textual and visual representations of unknown words. L.11-12.4.LP.G
- Actively engage with textual and visual representations of words with various meanings. L.11-12.4.LP.H

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. L.11-12.5

Complexity a

a Explain the meaning of figurative language in context (e.g., hyperbole, paradox). L.11-12.5A

Complexity b

b Explain the difference between figurative and literal language. L.11-12.5B

Complexity c

c Identify words, phrases, or pictures that represent figurative language. L.11-12.5C

Learning Progression

- Identify real-life connections between words and their use. L.11-12.5.LP.A
- Identify figurative language within text. L.11-12.5.LP.B
- Can identify the literal meaning (denotation) and feelings associated with that word (connotation). (i.e. “the word “discipline” is defined as training people to obey rules but also has unhappy connotations of punishment and repression associated with the word) L.11-12.5.LP.C
- Identify when a word or phrase is being used in a nonliteral way. L.11-12.5.LP.D
- Recognize that meanings of words do not always represent the same function/part of speech (e.g., rock is a noun and a verb). L.11-12.5.LP.E
- Recognize words that have multiple meanings L.11-12.5.LP.F
- Identify words that have the same meaning. L.11-12.5.LP.G
- Actively engage with words and phrases that have multiple or hidden meanings, using both visual and tactile representations. L.11-12.5.LP.H
- Engage with text or people who use figures of speech. L.11-12.5.LP.I

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6 Acquire and use accurately 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.11-12.6

Complexity a

a Demonstrate understanding of grade-level/ age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area. L.11-12.6A

Complexity b

b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing. L.11-12.6B

Complexity c

c Use words acquired through learning activities (e.g., using a science term during a science lab). L.11-12.6C

Learning Progression

- Describe the meaning of academic words and phrases L.11-12.6.LP.A
- Identify domain specific vocabulary within a subject area or text. L.11-12.6.LP.B
- Match terms with their associated subjects L.11-12.6.LP.C
- Identify content specific terms within text and speech. L.11-12.6.LP.D
- Match academic vocabulary with pictures or objects L.11-12.6.LP.E
- Actively engage in the reading of various content-area texts. L.11-12.6.LP.F