South Dakota English Language Arts

11th-12th Grade

Reading Literature RL

1 **Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open for interpretation.** 11-12.RL.1

2 **Determine two or more themes or central ideas of a text.** 11-12.RL.2

- a Analyze and evaluate their development over the course of the text, including how they interact and build on one another within a complex account. 11-12.RL.2.A
- b Provide an objective summary of the text to support thematic analysis. 11-12.RL.2.B

3 **Analyze the impact of the author's choices regarding how to develop and relate elements of a text (e.g., context, setting, theme, plot events, structure, and character development).** 11-12.RL.3

4 **Interpret the impact of specific word choices and figurative language on meaning, mood, and tone, including words with multiple meanings (e.g., connotation, jargon, allusions, colloquialisms).** 11-12.RL.4

5 **Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.** 11-12.RL.5

6 **Analyze how the author's background, point of view, and/or purpose shapes the content and style from diverse texts. Evaluate the author's choice of what is stated explicitly or implicitly. Reflect on how personal experiences impact interpretations of a text.** 11-12.RL.6

7 **Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.** 11-12.RL.7

8 **Not applicable to literature** 11-12.RL.8

9 **Analyze a variety of foundational works of American, British or World literature, two or more texts from the same period. Evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.** 11-12.RL.9

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10 **By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 11 and 12.** 11-12.RL.10

a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 11-12.RL.10.A

b Self-select texts for personal enjoyment, interest, and academic tasks. 11-12.RL.10.B

c Read widely to understand multiple perspectives and diverse viewpoints. 11-12.RL.10.C

Reading Informational Text RI

1 **Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open for interpretation.** 11-12.RI.1

2 **Determine two or more central ideas or claims of a text.** 11-12.RI.2

a Analyze and evaluate their development over the course of the text, including how they interact and build on one another within a complex text. 11-12.RI.2.A

b Provide an objective summary of the text to support analysis. 11-12.RI.2.B

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.** 11-12.RI.3

4 **Interpret figurative, connotative, and technical meanings. Analyze how an author uses and refines key term(s) as they shape meaning or tone.** 11-12.RI.4

5 **Analyze and evaluate the effectiveness of text structure in an exposition or argument, including whether the structure makes points clear, convincing, and engaging.** 11-12.RI.5

6 **Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness. Evaluate a text for bias, misinformation, propaganda, counter arguments, and/or fallacies.** 11-12.RI.6

7 **Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.** 11-12.RI.7

8 **Delineate and evaluate the reasoning in seminal U.S. and British/global texts, including the validity, relevancy, and sufficiency of founding principles, legal reasoning, and arguments.** 11-12.RI.8

9 **Analyze foundational U.S. and British/global documents of historical and literary significance. Evaluate the approaches of two or more authors for their central ideas, purposes, and rhetorical features.** 11-12.RI.9

10 **By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 11 and 12.** 11-12.RI.10

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a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 11-12.RI.10.A

b Self-select texts for personal enjoyment, interest, and academic tasks. 11-12.RI.10.B

c Read widely to understand diverse perspectives and viewpoints. 11-12.RI.10.C

Language L

1 Demonstrate command of standard English grammar and usage when writing or speaking. Consult references as needed. 11-12.L.1

a Apply the understanding that usage is a matter of convention, can change over time and within different contexts, and is sometimes contested. 11-12.L.1.A

b Resolve issues of complex or contested grammar and usage. 11-12.L.1.B

c Understand the purpose or value of nonstandard English grammar and usage (e.g., artistic or stylistic choices, dialects, colloquialisms). 11-12.L.1.C

2 Demonstrate command of standard English mechanics and conventions. Consult references as needed. 11-12.L.2

a Apply the understanding that mechanics are a matter of convention, can change over time and within different contexts, and are sometimes contested. 11-12.L.2.A

b Resolve issues of complex or contested mechanics and conventions. 11-12.L.2.B

c Understand the purpose or value of nonstandard English mechanics and conventions (e.g., artistic or stylistic choices in capitalization, punctuation, and spelling). 11-12.L.2.C

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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 11-12.L.3

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. 11-12.L.4

a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of a word or phrase. 11-12.L.4.A

b Analyze morphology to explore different meanings or parts of speech (e.g., conceive, conception, conceivable). 11-12.L.4.B

c Consult general and specialized reference materials to find the pronunciation of a word, explore its meaning, its part of speech, its etymology, or its standard usage. 11-12.L.4.C

5 Demonstrate understanding of semantics. 11-12.L.5

a Analyze figurative language in context and its role in the text. 11-12.L.5.A

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b Analyze word relationships (morphology, etymology, linguistics) and their role in creating nuanced meaning. 11-12.L.5.B

c Analyze connotative meanings of words with similar denotations. 11-12.L.5.C

6 **Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.** 11-12.L.6

a Demonstrate independence in gathering a broad, deep, and precise vocabulary. 11-12.L.6.A

b Understand the importance of vocabulary knowledge in comprehension or expression. 11-12.L.6.B

Writing W

1 **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** 11-12.W.1

a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 11-12.W.1.A

b 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. 11-12.W.1.B

c Use appropriate and varied transitions and syntax to fluently 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. 11-12.W.1.C

d Establish and maintain a formal style and clear, engaging voice while attending to the norms and conventions of the discipline in which they are writing. 11-12.W.1.D

e Craft an effective conclusion. 11-12.W.1.E

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.** 11-12.W.2

a Introduce a topic; organize complex ideas, concepts, and information to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. 11-12.W.2.A

b Elaborate on the topic thoroughly by selecting the most relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 11-12.W.2.B

c Use appropriate and varied syntax to fluently link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 11-12.W.2.C

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d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 11-12.W.2.D

e Establish a clear, engaging voice. 11-12.W.2.E

f Craft an effective conclusion. 11-12.W.2.F

3 **Write narratives or other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique and established voice, well-chosen details, and well-structured event sequences.** 11-12.W.3

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 an intentional progression of experiences or events. 11-12.W.3.A

b Use a variety of literary or narrative techniques or poetic devices. 11-12.W.3.B

c Use a variety of techniques to sequence events to create a coherent whole and build toward a particular tone and outcome. 11-12.W.3.C

d Use strong, effective word choice and figurative language. 11-12.W.3.D

e Establish a clear, engaging voice. 11-12.W.3.E

f Craft an effective conclusion, when appropriate to the genre. 11-12.W.3.F

4 **Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience. (Grade band specific expectations for writing types are defined in standards 1–3 above.)** 11-12.W.4

5 **Use a writing process to 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. Use feedback from peers, adults, and/or digital tools, as appropriate. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)** 11-12.W.5

6 **Use technology to produce and publish writing and to interact and collaborate with others.** 11-12.W.6

7 **Conduct short as well as more sustained, focused research. Use appropriate methodology to demonstrate a thorough understanding of the subject under investigation.** 11-12.W.7

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8 **Gather relevant information from multiple credible sources.** 11-12.W.8

- a Use advanced searches effectively. 11-12.W.8.A
- b Assess the strengths and limitations of each source (e.g., relevance, accuracy, and credibility) in terms of the task, purpose, and audience. 11-12.W.8.B
- c Fluently integrate information (e.g., paraphrases, summaries, direct quotations, elaborations, and attributions). 11-12.W.8.C
- d Avoid plagiarism and overreliance on one source. Follow a standard format for citation. 11-12.W.8.D

9 **Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 11-12 standards for Reading Literature or Reading Informational Text as needed.** 11-12.W.9

10 **Write routinely over extended time frames (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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 11-12.W.10

Speaking and Listening SL

1 **Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** 11-12.SL.1

- 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, well-reasoned exchange of ideas. 11-12.SL.1.A
- b Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 11-12.SL.1.B
- c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 11-12.SL.1.C
- 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. 11-12.SL.1.D

2 **Integrate multiple sources of information when presenting. Evaluate information presented in diverse media or formats (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.** 11-2.SL.2

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3 **Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.** 11-12.SL.3

4 **Present content appropriate to the audience, task, and purpose while respecting intellectual property.** 11-12.SL.4

- a Demonstrate organization, development, substance, and style. 11-12.SL.4.A
- b Demonstrate effective nonverbal communication (eye contact, facial expressions, gestures, presence, and proximity). 11-12.SL.4.B
- c Demonstrate effective verbal communication (volume, pace, tone, enunciation). 11-12.SL.4.C

5 **Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** 11-12.SL.5

6 **Adapt speech and communication to a variety of contexts, audiences, tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English conventions when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)** 11-12.SL.6