

English Language Arts Grades 11-12

Reading Standards

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RLRI11-12.1 Cite evidence to support analysis of what the text says explicitly and drawn inferences from the text and determine where the text leaves matters uncertain

- use a variety of criteria to evaluate the clarity and accuracy of information (author's bias, use of persuasive strategies, consistency, clarity of purpose, effectiveness of organizational pattern, logic of arguments, reasoning, expertise of author, propaganda techniques, authenticity, appeal to friendly or hostile audience, faulty modes of persuasion)
- develop factual, interpretive and evaluative questions for further exploration of a topic
- use context to understand figurative, literal and critical meanings of terms
- use the defining characteristics of a variety of informational texts to enhance comprehension
- interpretation to that what is intended by the author
- assess the influence of historical period, culture and society on literature

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RLRI11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text and understand how literature or informational texts interact and build on one another to produce a complex account; provide an objective summary of the text

- recognize universal themes in literature of different cultures
- trace the development of major themes
- draw parallels between themes and informational and non-fiction text
- draw parallels among themes in literature and informational and non-fiction text writing for literary response
- make insightful connections between information and ideas from text
- distinguish the difference between theme and central idea

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RLRI11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama and 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

- evaluate the effectiveness of writing techniques used to influence the reader and to accomplish an author's purpose
 - organizational patterns
 - such as chronological order
 - cause-and-effect
 - comparison and contrast
 - imagery
 - personification
 - figures of speech
 - sounds in poetry
 - literary and technical language
 - formal and informal language
 - point of view
 - characterization
 - irony
 - tone

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RLRI11-12.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful

- include Shakespeare as well as other authors
- recognize figurative and connotative meanings
- determine precise and descriptive language that clarifies and enhances ideas and supports different purposes

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact

- evaluate the effectiveness of structure used to influence the reader and to accomplish an author's purpose
- organizational patterns such as chapters, acts, scenes and stanzas
- chronological order, cause-and-effect, comparison and contrast, shifting point of view, and flashbacks
- the choice of where to begin or end a story
- the choice to provide a comedic or tragic resolution

RI11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging

- evaluate a variety of techniques to convey a personal style and voice

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL11-12.6 Analyze author's tone to determine what is directly stated in text from what is really meant

- use a variety of criteria to evaluate meaning such as
 - clarity of purpose
 - authenticity
 - skillful use of literary devices
 - satire, sarcasm, irony, or understatement

RI11-12.6 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 the power, persuasiveness, or beauty of the text

- determine how an author uses a variety of techniques to convey a personal style and voice
 - sophisticated vocabulary
 - author's bias
 - use of persuasive
 - strategies expertise of author
 - logic of arguments (reasoning, propaganda techniques, and faulty modes of persuasion)
 - sophisticated sentence structure

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text

- recorded or live production of a play or recorded novel or poetry
- include at least one play by Shakespeare and one by an American dramatist
 - a. analyze multiple interpretations of full-length works by authors who represent diverse world cultures

RI11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy

- in U.S. Supreme Court majority opinions and dissents
- *The Federalist*, presidential addresses

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL11-12.9 Demonstrate 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

RI11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features

- including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln's Second Inaugural Address
- analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL11-12.10 By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems

- grade 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range
- grade 12 – text complexity independently and proficiently

RI11-12.10 By the end of grade 11, read and comprehend literary nonfiction

- grade 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of range
- grade 12 – text complexity independently and proficiently

RLRI12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-text complexity band independently and proficiently

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL11-12.11 Interpret, analyze and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations

- a. self-select text to respond and develop innovative perspectives
- b. establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces

Writing (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument

- a. introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, create an organization that logically sequences claim(s), counterclaims, reasons and evidence
- b. develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence in the form of quotation or paraphrase 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
- c. use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- d. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- e. provide a concluding statement or section that follows from and supports the argument presented

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

W11-12.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

- a. 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 when useful to aiding comprehension
- b. 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
- c. 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
- d. use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic
- 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 information or explanation presented (e.g., articulating implications or the significance of the topic)

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W11-12.3 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 (sense of mystery, suspense, growth or resolution)
- d. use precise words and phrases, telling 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
- f. adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience (grade specific writing types in standards 1-3)

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revisiting, editing, rewriting, or trying a new approach.

W11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (editing for conventions should demonstrate command of Language standards 1-3)

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W11-12.6 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

CCR Anchor Standards W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W11-12.7 Conduct short as well as more 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
- a. explore topics dealing with different cultures and world viewpoints

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W11-12.8 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 overreliance on any one source and following a standard format for citation

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection and research.

- W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection and research
- a. apply grades 11-12 Reading standards to literature
 - o demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
 - b. apply grades 11-12 Reading standards to literary nonfiction
 - o delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy
 - U. S. Supreme Court Case majority opinions and dissents
 - The Federalist, presidential addresses

CCR Anchor Standard W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or two) for a range of tasks, purposes, and audiences.

- W11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences
- time for research, reflection, and revision
 - a single sitting or a day or two

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

- W11-12.11 Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work
- a. engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights
 - b. identify, analyze and use elements and techniques and various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning
 - c. develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts
 - d. create poetry, stories, plays, and other literary forms (videos, art work)

Speaking and Listening (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 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, well-reasoned 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; 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
 - e. seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL11-12.2 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

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL11-12.4 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

CCR Anchor Standard SL5: Make strategic use of media and visual displays of data to express information and enhance understanding of presentations.

SL11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

- textual
- graphical
- audio
- visual
- other interactive elements

CCR Anchor Standard SL6: Adapt speaking and listening to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.

SL11-12.6 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

Language (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L11-12.1 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 that 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

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L11-12.2 Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- a. observe hyphenation conventions
 - b. spell correctly

CCR Anchor Standard L3: 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 and listening.

- L11-12.3 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., Tufte's *Artful Sentences*) for guidance as needed
 - b. apply an understanding of syntax to the study of complex texts when reading

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11 reading and content*, choosing flexibly from a range of strategies
- a. use context as a clue to the meaning of a word or phrase
 - b. identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - c. consult general and specialized reference materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage

- d. 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)

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L11-12.5 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

CCR Anchor Standard L6: Acquire and use accurately a range of 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.

L11-12.6 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