**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 11-12 Standards for *Reading Literature***

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| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Lessons & Tools** |
| **Key Ideas and Details** | | | | | |
| **RL 11-12.1:** 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. |  |  |  |  |  |
| **RL 11-12.2:** Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |  |  |  |  |  |
| **RL 11-12.3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| **RL 11-12.4:** Determine the meaning of words and phrases as they are used in the 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. |  |  |  |  |  |
| **RL 11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure & meaning as well as its aesthetic impact. |  |  |  |  |  |
| **RL 11-12.6:** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| **RL 11-12.7:** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. |  |  |  |  |  |
| **RL 11-12.8:** (Not applicable for literature) |  |  |  |  |  |
| **RL 11-12.9:** Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 11-12 Standards for *Reading Literature***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language in Reading: Literature** | | | | | |
| **RL 11-12.10:** 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. |  |  |  |  |  |
| **RL 11-12.11:** 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. |  |  |  |  |  |
| **RL 11-12.11 a:** Use context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| **RL 11-12.11 b:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |  |  |  |  |  |
| **RL 11-12.11 c:** 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, its part of speech, its etymology, or its standard usage. |  |  |  |  |  |
| **RL 11-12.11 d:** Verify the prelinary determination of the meaning of a word or phrase. |  |  |  |  |  |
| **RL 11-12.12:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **RL 11-12.12 a:** Interpret figures of speech (e.g., hyperbole, paradox) in context and  analyze their role in the text. |  |  |  |  |  |
| **RL 11-12.12 b:** Analyze nuances in the meaning of words with similar denotations. |  |  |  |  |  |
| **Range of Reading and Level of Text** | | | | | |
| **RL 11-12.10:** Read and comprehend literature, including stories, dramas, and poems. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 11-12 Standards for *Informational Text***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Lessons & Tools** |
| **Key Ideas and Details** | | | | | |
| **RI 11-12.1:** 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 11-12.2:** 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 to provide a complex analysis; provide an objective summary of the text. |  |  |  |  |  |
| **RI 11-12.3:** 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. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| **RI 11-12.4**: 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. |  |  |  |  |  |
| **RI 11-12.5**: 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. |  |  |  |  |  |
| **RI 11-12.6**: 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. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| **RI 11-12.7:** Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem. |  |  |  |  |  |
| **RI 11-12.8:** Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. |  |  |  |  |  |
| **RI 11-12.9:** Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 11-12 Standards for *Informational Text***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language in Reading: Informational** | | | | | |
| **RL 11- 12.10**: 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. |  |  |  |  |  |
| **RL 11- 12.11**: 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. |  |  |  |  |  |
| **RL 11- 12.11 a**: Use context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| **RL 11- 12.11 b**: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. |  |  |  |  |  |
| **RL 11- 12.11 c**: Consult general and specialized reference materials, 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. |  |  |  |  |  |
| **RL 11- 12.11 d**: Verify the preliminary determination of the meaning of a word or phrase. |  |  |  |  |  |
| **RL 11- 12.12**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **RL 11- 12.12 a**: Interpret figures of speech in context and analyze their role in the text. |  |  |  |  |  |
| **RL 11- 12.12 b**: Analyze nuances in the meaning of words with similar denotations. |  |  |  |  |  |
| **Range of Reading Level and Text Complexity** | | | | | |
| **RL 11-12.13**: Read and comprehend grade-level appropriate nonfiction literature. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 11-12 Standards for *Speaking and Listening***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Lessons & Tools** |
| **Comprehension and Collaboration** | | | | | |
| **SL 11-12.1:** Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | | | | | |
| - one-one-one |  |  |  |  |  |
| - group |  |  |  |  |  |
| - teacher-led |  |  |  |  |  |
| **SL 11-12.1 a:** Be prepared to discuss, having read and researched material; 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. |  |  |  |  |  |
| **SL 11-12.1 b:** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |  |  |  |  |  |
| **SL 11-12.1 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. |  |  |  |  |  |
| **SL 11-12.1 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 11-12.2**: Integrate multiple sources of information presented in diverse formats and media 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 11-12.3**: 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. |  |  |  |  |  |

**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 11-12 Standards for *Speaking and Listening***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Lessons & Tools** |
| **Presentation of Knowledge** | | | | | |
| **SL 11-12.4**: Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task. |  |  |  |  |  |
| **SL 11-12.5**: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  |  |  |  |  |
| **SL 11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |  |  |  |  |  |
| **Language in Speaking and Listening** | | | | | |
| **SL 11-12.7**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  |  |
| **SL 11-12.7 a**: Vary syntax for effect, consulting references for guidance as needed. |  |  |  |  |  |
| **SL 11-12.7 b**: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |  |  |  |  |  |
| **SL 11-12.8**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |  |  |

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***CHECKLIST*:** **Grades 11-12 Standards for *Writing***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard** | | **Dates Taught** | | | | | | | | **Lessons & Tools** |
| **Types and Purposes** | | | | | | | | | | |
| **W 11-12.1**: **ARGUMENTATIVE**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | | | | | | | |
| **W 11-12.2**: **EXPLANATORY:** 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. | | | | | | | | | | |
| **W 11-12.3**: **NARRATIVE:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | | | | | | | | |
| **Production and Distribution of Writing** | | | | | | | | | | |
| **W 11-12.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |  | |  | |  | |  | |  |
| **W 11-12.5**: 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. | |  | |  | |  | |  | |  |
| **W 11-12.6**: 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. | |  | |  | |  | |  | |  |
| **Research to Build and Present Knowledge** | | | | | | | | | | |
| **W 11-12.7**: Conduct short as well as more sustained research projects to answer a question (including 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 11-12.8**: 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. |  | |  | |  | |  | |  | |
| **W 11-12.9**: Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research. |  | |  | |  | |  | |  | |

**USD 312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grades 11-12 Standards for *Writing***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language in Writing** | | | | | |
| **W 11-12.10:** Demonstrate command of the conventions of standard English grammar and usage when writing. |  |  |  |  |  |
| **W 11-12.10 a:** Vary syntax for effect, consulting references (e.g.,Tufte’s Artful Sentences) for guidance as needed. |  |  |  |  |  |
| **W 11-12.10 b:** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |  |  |  |  |  |
| **W 11-12.10 c:** 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. |  |  |  |  |  |
| **W 11-12.11:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |  |
| **W 11-12.11 a:** Observe hyphenation conventions. |  |  |  |  |  |
| **W 11-12.11 b:** Spell correctly. |  |  |  |  |  |
| **Range of Writing** | | | | | |
| **W 11.10-12.10:** Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences. |  |  |  |  |  |
| **W 11.10-12.10:** Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |  |  |