

Language Arts Curriculum: Grades 11 and 12

Overarching Language Arts Learning Targets:

- I can read increasingly challenging high-quality, literary and informational texts that range across genres, cultures, and centuries.
- I can read appropriate level literary and informational texts to develop the complex skills and strategies necessary for automatic, independent reading.
- I can write effective informational or narrative text to persuade, explain, or convey ideas following from high quality first draft through multiple drafts to a finished product.
- I can write effectively to demonstrate understanding, to communicate clearly to an external audience, to build knowledge through research projects, and to respond analytically to literary and informational texts.
- I can actively participate in rich, structured conversations and presentations where I critically analyze, synthesize, compare, evaluate, critique, and respond.
- I can actively participate in purposeful text-centered conversation and collaboration around open-ended questions that are problem-posing and problem-solving where my responses are appropriate and supported by details and evidence.
- I can effectively complete individual and collaborative performance assignments that require me to be engaged, take ownership, be self-directed, adapt, demonstrate intellectual curiosity, and take initiative.
- I can control the conventions of standard English, and I work to develop my vocabulary.

Learning Targets:

Reading Literature	Reading Informational Text	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • I can recognize when the text I am reading is too easy or too difficult for me. (RL.12.10) • I can determine and use appropriate reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (FL.12.10) • I can explain how a reader uses textual evidence to make an inference. (RL.11-12.1) • I can read closely and find answers explicitly in text and answers that require an 	<ul style="list-style-type: none"> • I can define textual evidence and inference. (RI.11-12.1) • I can explain how a reader uses textual evidence to reach a logical conclusion. (RI.11-12.1) • I can read closely and find literal and inferential answers. (RI.11-12.1) • I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both literal and inferential questions. (RI.11-12.1) • I can determine places in the text where the reader must draw his/her own conclusions/assumptions. 	<ul style="list-style-type: none"> • I can recognize that a well-developed piece of writing requires more than one draft. (W.11-12.5) • I can identify technology that will help me produce, publish, and update my individual or shared writing products. (W.11-12.6) • I can define research and distinguish how research differs from other types of writing. (W.11-12.7) • I can create a research paper/project to demonstrate understanding of the subject under investigation. (W.11-12.7) • I can determine the most efficient technology medium to 	<ul style="list-style-type: none"> • I can review and/or research material(s) to be discussed and determine key points and/or central ideas. (SL.11-12.1) • I can work with peers to define the rules and roles necessary to promote civil democratic discussions and decision making. (SL.11-12.1) • I can create questions, prepare key points, and locate key textual evidence to contribute to a discussion on the given topic, text or issue to stimulate a thoughtful well-reasoned exchange of ideas. (SL.11-12.1) • I can participate in a discussion by posing 	<ul style="list-style-type: none"> • I can recognize that the conventions of standard English usage can change over time, and I can recognize that certain standard English usage can be contested, and individuals can dispute what is correct. (L.11-12.1) • I can consult reference materials to resolve issues of complex or contested usage of standard English. (L.11-12.1) • I can determine when to capitalize words. (L.11-12.2) • I can apply common hyphenation conventions, and I can recognize that there are many different rules concerning hyphens and use resources to assist me in

<p>inference. (RL.11-12.1)</p> <ul style="list-style-type: none"> • I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. (RL.11-12.1) • I can determine places in the text that leave matters uncertain. (RL.11-12.1) • I can analyze plot to determine two or more themes. (RL.11-12.2) • I can determine how multiple themes in a text develop and interact to build on one another and produce a complex account. (RL.11-12.2) • I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. (RL.11-12.2) • I can identify and analyze how elements of a story or drama are developed and /or interrelated. (RL.11-12.3) • I can analyze the impact of an author's choices in presenting elements of a story or drama. (RL.11-12.3) • I can define and identify various forms of figurative language. (RL.11-12.4) • I can determine the meaning of words and phrases as they are used in the text including, figurative and connotative meaning. (RL.11-12.4) • I can 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.11-12.4) • I can determine how an 	<p>(RI.11-12.1)</p> <ul style="list-style-type: none"> • I can define central idea. (RI.11-12.2) • I can determine two or more central ideas of a text. (RI.11-12.2) • I can determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. (RI.11-12.2) • I can analyze how central ideas develop over the course of a text. (RI.11-12.2) • I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. (RI.11-12.2) • I can determine a complex set of ideas or sequence of events conveyed in a text. (RI.11-12.3) • I can analyze how specific individuals interact and develop within a complex set of ideas or sequence of events. (RI.11-12.3) • I can analyze how specific ideas interact and develop within a complex set of ideas or sequence of events. (RI.11-12.3) • I can analyze how specific events interact and develop within a complex set of ideas or sequence of events. (RI.11-12.3) • I can define and identify various forms of figurative language. (RI.11-12.4) • I can distinguish between literal language and figurative languages. (RI.11-12.4) • I can recognize the difference between denotative meaning and connotative meanings. (RI.11-12.4) • I can recognize words that 	<p>complete my writing task. (W.11-12.6)</p> <ul style="list-style-type: none"> • I can define plagiarism, and I can avoid plagiarism by paraphrasing and/or summarizing my research findings with appropriate documentation according to the selected source style (MLA). (W.11-12.8) • I can recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. • I can write for a variety of reasons (e.g. argumentative, persuasive, informative, narrative), and I can determine the writing format to best fit my task, purpose, and audience. (W.11-12.10) • I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (W.11-12.5) • I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s). (W.11-12.1) • I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both. (W.11-12.1) • I can choose a topic and identify and select the most significant and relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to develop and share with my audiences. (W.11-12.2) • I can define direct textual evidence, and I can determine 	<p>questions that connect the ideas of several speakers, responding to questions and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. (SL.11-12.1)</p> <ul style="list-style-type: none"> • I can propel conversations by clarifying, verifying, or challenging ideas or conclusions to promote divergent and creative perspectives. (SL.11-12.1) • I can respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence; resolve contradictions when possible; and determine when additional information or research is required. (SL.11-12.1) • I can analyze the information presented in diverse media and formats (e.g. charts, graphs, tables, websites, speeches) and integrate the information in order to make informed decisions and solve problems. (SL.11-12.2) • I can evaluate the credibility and accuracy of various presentations and note any discrepancies. (SL.11-12.2) • I can define point of view as how the speaker feels about the situation/topic being presented, and I can determine a speaker's point of view and explain his/her reasoning. (SL.11-12.3) • I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective), and I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. (SL.11-12.3) 	<p>hyphenating correctly. (L.11-12.2)</p> <ul style="list-style-type: none"> • I can identify misspelled words and use resources to assist me in spelling correctly. (L.11-12.2) • I can identify how language functions in different contexts, and I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. (L.11-12.3) • I can explain that syntax refers to how words are arranged to form sentences, identify regular and irregular/varied syntax, and write using varied syntax and consult references for guidance as needed. (L.11-12.3) • I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc. (L.11-12.3). • I can infer the meaning of unknown words using context clues, recognize and define common affixes and roots, and break down unknown words into units of meaning to infer the definition of the unknown word. (L.11-12.4) • I can use patterns of word changes to determine a word's meaning or part of speech. (L.11-12.4) • I can verify my inferred meaning of an unknown word, its part of speech, its etymology, and/or its standard usage by consulting general and specialized reference materials. (L.11-12.4) • I can define and identify various forms of figurative language, and I can interpret figures of speech and analyze their overall role in the text.
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<p>author chose to structure specific parts of a text. (RL.11-12.5)</p> <ul style="list-style-type: none"> • I can analyze specific parts of a text and explain how the individual parts fit into the overall structure. (RL.11-12.5) • I can analyze how the author's choice of structuring specific parts affects the meaning and creates an aesthetic impact. (RL.11-12.5) • I can identify an author's point of view in a text. (RL.11-12.6) • I can distinguish what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement). (RL.11-12.6) • I can analyze and evaluate multiple interpretations of a story, drama, or poem. (RL.11-12.7) • I can identify foundational works of American literature from different time periods. (RL.11-12.9) • I can identify and analyze how authors of two or more texts from the same time period treat similar themes or topics. (RL.11-12.9) • I can analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period. (RL.11-12.9) 	<p>have subject-specific meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). (RI.11-12.4)</p> <ul style="list-style-type: none"> • I can analyze how a key term or terms are used or refined over the course of a text. (RI.11-12.4) • I can determine how an author chose to structure his/her exposition or argument (e.g., chronological, cause and effect, problem and solution, compare and contrast). (RI.11-12.5) • I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. (RI.11-12.5) • I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging. (RI.11-12.5) • I can evaluate how an author's choice of structure impacts his/her audience. (RI.11-12.5) • I can define point of view as how the author feels about the situation/topic of a text. (RI.11-12.6) • I can determine an author's point of view and explain his/her purpose for writing the text. (RI.11-12.6) • I can define rhetoric (a technique an author uses to persuade a reader to consider a topic from a different perspective). (RI.11-12.6) • I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or 	<p>textual evidence that supports my analysis, reflection, and/or research. (W.11-12.9)</p> <ul style="list-style-type: none"> • I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society. (W.11-12.1) • I can identify alternate or opposing claims that counter my argument. (W.11-12.1) • I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. (W.11-12.7) • I can choose several sources and synthesize information to answer my research inquiry, and I can assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience to avoid over reliance on any one source. (W.11-12.7) • I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. (W.11-12.8) • I can use advanced searches with multiple authoritative sources (print or digital) effectively to gather information needed to support my research. (W.11-12.8) • I can determine if I need to narrow or broaden my inquiry and/ or thesis based on the information gathered. (W.11-12.7) • I can determine when my research data or facts must be quoted and embed the information into my text to maintain the flow of ideas. (W.11-12.8) • I can organize claims, counterclaims, reasons, and 	<ul style="list-style-type: none"> • I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker. (SL.11-12.3) • I can present my information, findings and/or supporting evidence clearly, concisely and logically to convey a clear and distinct perspective, and in a sequence that allows the listener to follow my line of reasoning. (SL.11-12.4) • I can address alternative or opposing perspectives in my presentation. (SL.11-12.4) • I can prepare a presentation with organization, development, substance and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks. (SL.11-12.4) • I can identify the parts of my presentation, including findings, reasoning, and evidence that could use clarification, strengthening and/or additional interest. (SL.11-12.5) • I can integrate appropriate digital media in a strategic manner to improve my presentation. (SL.11-12.5) • I can identify various reasons for speaking/presenting information (e.g. informational, descriptive, persuasive), and I can determine speaking tasks that will require a formal structure. (SL.11-12.6) • I can compose a formal speech that demonstrates a command of grade 11-12 Language Standards. (SL.11-12.6) 	<p>(L.11-12.5)</p> <ul style="list-style-type: none"> • I can recognize word relationships and use relationships to further understand multiple words. (L.11-12.5) • I can recognize the difference between denotative and connotative meanings, and I can analyze how certain words and phrases that have similar denotations can carry subtle shades of meaning, feeling, or tone. (L.11-12.5) • I can recognize the difference between general academic words and phrases (Tier Two words are subtle or precise ways to say relatively simple things, e.g., <i>saunter</i> instead of <i>walk</i>.) and domain-specific words and phrases (Tier Three words are specific to content knowledge, e.g., <i>lava</i>, <i>legislature</i>, <i>carburetor</i>.) * (L.11-12.6) • I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. (L.11-12.6) • I can consider vocabulary knowledge including denotation, nuance, etymology, et cetera and determine the most appropriate words or phrases to express overall meaning. (L.11-12.6) • I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression. (L.11-12.6)
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	<p>purpose. (RI.11-12.6)</p> <ul style="list-style-type: none"> • I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6) • I can identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem. (RI.11-12.7) • I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem. (RI.11-12.7) • I can synthesize effective information I have gathered to answer a question or solve a problem. (RI.11-12.7) • I can determine the purpose behind the creation of fundamental U.S. texts. (RI.11-12.8) • I can identify constitutional principles and/or legal reasoning found in fundamental U.S. texts. (RI.11-12.8) • I can delineate and evaluate the application of constitutional principles and the use of legal reasoning in fundamental U.S. texts. (RI.11-12.8) • I can identify the premises, purposes, and arguments found in works of public advocacy. (RI.11-12.8) • I can delineate and evaluate the premises, purposes, and arguments, found in works of public advocacy. (RI.11-12.8) • I can identify various foundational U.S. documents of historical and literary significance from different 	<p>evidence into a logical sequence. (W.11-12.1)</p> <ul style="list-style-type: none"> • I can create cohesion and clarity among claims and counterclaims using transitions as well as varied syntax. (W.11-12.1) • I can write a logical conclusion that supports my argument and/or reflects on the experiences/events and provides a sense of closure. (W.11-12.3) • I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it. (W.11-12.6) • I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s). (W.11-12.2) • I can engage my reader by introducing one or more points of view, the narrator (first, second, or third person point of view), characters, setting, and a problem, situation, or observation and its significance. (W.11-12.3) • I can use narrative techniques (e.g., dialogue, pacing, description, reflection, and/or multiple plot lines) to develop experiences, events, and/or characters. (W.11-12.3) • I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.11-12.9) • I can respond to ongoing feedback and/or new 		
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	<p>time periods. (RI.11-12.9)</p> <ul style="list-style-type: none"> • I can identify themes, purposes, and rhetorical features used in various foundational U.S. documents of historical and literary significance. (RI.11-12.9) • I can analyze how different foundational U.S. documents utilize themes (e.g., freedom, independence, equality). (RI.11-12.9) • I can analyze how different foundational U.S. documents utilize rhetorical features (e.g., allusion, anecdote, appeal to authority). (RI.11-12.9) • I can recognize when the text I am reading is too easy or too difficult for me. • I can determine reading strategies that will help me comprehend difficult texts. (RI.11-12.10) 	<p>arguments or information to produce, publish, and update my writing projects. (W.11-12.6)</p> <ul style="list-style-type: none"> • I can present my information/argument maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax (to clarify and create cohesion when I transition from one idea to another), and a final statement/section that concludes the information presented. (W.11-12.2) • I can use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3) • I can sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events. (W.11-12.3) • I can create a coherent whole and build toward a particular tone and outcome using a variety of techniques. (W.11-12.3) • I can apply revision strategies with the help of others. (W.11-12.5) • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. (W.11-12.5) • I can edit my writing by identifying errors in capitalization, punctuation, grammar, spelling, etc. (W.11-12.5) • I can analyze my writing to determine if my purpose and audience have been fully 		
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		<p>addressed and revised when necessary. (W.11-12.5)</p> <ul style="list-style-type: none">● I can follow a standard format for citation to create a works cited and/ or works consulted for sources that I paraphrased or quoted in my writing. (W.11-12.8)● I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (W.11-12.5)● I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (W.11-12.4)		
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