

Grades 11/12

Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses. [11-12.1](#)

1 Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses. [11-12.1](#)

Students Can, with Guidance and Support:

a Engage in collaborative discussions (EE.SL.11-12.1). [11-12.1.A](#)

i Prepare for discussions by collecting information on the topic. [11-12.1.A.I](#)

ii Work with peers to set rules and goals for discussions. [11-12.1.A.II](#)

iii Ask and answer questions to verify or clarify own ideas and understandings during a discussion. [11-12.1.A.III](#)

iv Respond to agreements and disagreements in a discussion. [11-12.1.A.IV](#)

b Determine the credibility and accuracy of information presented across diverse media or formats (EE.SL.11-12.2). [11-12.1.B](#)

c Determine whether the claims and reasoning enhance the speaker's argument on a topic (EE.SL.11-12.3). [11-12.1.C](#)

Integrate credible, accurate information into appropriate media and formats to meet an audience's needs. [11-12.2](#)

2 Integrate credible, accurate information into appropriate media and formats to meet an audience's needs. [11-12.2](#)

Students Can, with Guidance and Support:

a Present an argument on a topic using an organization appropriate to the purpose, audience, and task (EE.SL.11-12.4). [11-12.2.A](#)

b Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest (EE.SL.11-12.5). [11-12.2.B](#)

c Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate (EE.SL.11-12.6). [11-12.2.C](#)

Interpret and evaluate complex literature using various critical reading strategies. 11-12.3

3 Interpret and evaluate complex literature using various critical reading strategies. 11-12.3

Students Can, with Guidance and Support:

- a Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings (EE.RL.11.12.1).** 11-12.3.A
 - i Recount the main events of the text which are related to the theme or central idea (EE.RL.11-12.2). 11-12.3.A.I
 - ii Determine how characters, the setting or events change over the course of the story or drama (EE.RL.11-12.3). 11-12.3.A.II
 - b Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning (EE.RL.11-12.4).** 11-12.3.B
 - c Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem (EE.RL.11-12.7).** 11-12.3.C
 - i Demonstrate explicit understanding of recounted versions of foundational works of American literature (EE.RL.11-12.9). 11-12.3.C.I
 - d Demonstrate understanding while actively engaged in reading or listening to stories, dramas, or poems (EE.RL.11-12.10).** 11-12.3.D
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Interpret and evaluate complex informational texts using various critical reading strategies. 11-12.4

4 Interpret and evaluate complex informational texts using various critical reading strategies. 11-12.4

Students Can, with Guidance and Support:

- a Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding (EE.RI.11-12.1).** 11-12.4.A
 - i Determine the central idea of a text (EE.RI.11-12.2). 11-12.4.A.I
 - ii Recount the text. 11-12.4.A.II
 - iii Determine how individuals, ideas, or events change over the course of the text (EE.RI.11-12.3). 11-12.4.A.III
- b Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text (EE.RI.11-12.4).** 11-12.4.B
 - i Determine whether the structure of a text enhances the author's claim (EE.RI.11-12.5). 11-12.4.B.I
 - ii Determine author's point of view and compare and contrast it with own point of view (EE.RI.11-12.6). 11-12.4.B.II

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- c Analyze information presented in different media on related topics to answer questions or solve problems (EE.RI.11-12.7).** 11-12.4.C
- i Determine whether the claims and reasoning enhance the author’s argument in an informational text (EE.RI.11-12.8). 11-12.4.C.I
 - ii Compare and contrast arguments made by two different texts on the same topic (EE.RI.11-12.9). 11-12.4.C.II
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- d Demonstrate understanding while actively engaged in reading or listening to literary non-fiction (EE.RI.11-12.10).** 11-12.4.D
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Understand how language influences the comprehension of narrative, argumentative, and informational texts. 11-12.5

5 Understand how language influences the comprehension of narrative, argumentative, and informational texts. 11-12.5

Students Can, with Guidance and Support:

- a Demonstrate knowledge of word meanings (EE.L.11-12.4).** 11-12.5.A
- i Use context to determine the meaning of unknown words (EE.L.11-12.4a). 11-12.5.A.I
 - ii Identify and use root words and the words that result when affixes are added or removed (EE.L.11-12.4b). 11-12.5.A.II
 - iii Consult reference materials (e.g., print and adapted dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading (EE.L.11-12.4d). 11-12.5.A.III
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- b Demonstrate understanding of word relationships and use (EE.L.11-12.5).** 11-12.5.B
- i Interpret simple figures of speech encountered while reading or listening (e.g., metaphors, analogies) (EE.L.11-12.5a). 11-12.5.B.I
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- c Use general academic and domain-specific words and phrases across contexts (EE.L.11-12.6).** 11-12.5.C
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Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases. 11-12.6

6 Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases. 11-12.6

**Students Can, with
Guidance and Support:**

- a Write arguments to support claims (EE.W.11-12.1).** 11-12.6.A
 - i Write an argument to support a claim that results from studying a topic or reading a text. 11-12.6.A.I
 - ii Support claims with reasons and evidence drawn from text. 11-12.6.A.II
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**Write
informative/explanatory
texts to examine and
convey complex ideas
through the effective
selection, organization,
and analysis of
content.** 11-12.7

- 7 Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.** 11-12.7
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**Students Can, with
Guidance and Support:**

- a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate (EE.W.11-12.2a).** 11-12.7.A
 - i Develop the topic with relevant, facts, details, or quotes (EE.W.11-12.2b). 11-12.7.A.I
 - ii Use complete, simple sentences, as well as compound and other complex sentences as appropriate (EE.W.11-12.2c). 11-12.7.A.II
 - iii Use domain specific vocabulary when writing claims related to a topic of study or text (EE.W.11-12.2d). 11-12.7.A.III
 - iv Provide a closing or concluding statement (EE.W.11-12.2f). 11-12.7.A.IV
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**Write engaging and
significant real or
imagined narratives that
build toward a
particular tone or
outcome.** 11-12.8

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**Students Can, with
Guidance and Support:**

- a Write about events or personal experiences (EE.W.11-12.3).** 11-12.8.A
 - i Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events (EE.W.11-12.3a). 11-12.8.A.I
 - ii Organize the events in the narrative using temporal words to signal order and add cohesion (EE.W.11-12.3c). 11-12.8.A.II
 - iii Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters (EE.W.11-12.3d). 11-12.8.A.III
 - iv Provide a closing (EE.W.11-12.3e). 11-12.8.A.IV
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**Use a recursive writing
process to produce,
publish, and update**

- 9 Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.** 11-12.9

individual or shared writing projects in response to ongoing feedback. 11-12.9

Students Can, with Guidance and Support:

a Demonstrate standard English grammar and usage when communicating (EE.L.11-12.1). 11-12.9.A

- i Use conventions of standard English when needed (EE.L.11-12.1a). 11-12.9.A.I
 - ii Use digital, electronic, and other resources and tools to improve uses of language as needed (EE.L.11-12.1b). 11-12.9.A.II
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b Demonstrate understanding of conventions of standard English (EE.L.11-12.2). 11-12.9.B

- i Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. 11-12.9.B.I
 - ii Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. 11-12.9.B.II
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c Use language to achieve desired outcomes when communicating (EE.L.11-12.3). 11-12.9.C

- i Vary sentence structure using a variety of simple and compound sentence structures (EE.L.11-12.3a). 11-12.9.C.I
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d Produce writing that is appropriate to a particular task, purpose, and audience (EE.W.11-12.4). 11-12.9.D

e Develop and strengthen writing as needed by planning, revising, editing, and rewriting (EE.W.11-12.5). 11-12.9.E

f Use technology, including the Internet, to produce, publish and update an individual or shared writing project (EE.W.11-12.6). 11-12.9.F

g Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences (EE.W.11-12.10). 11-12.9.G

Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions. 11-12.10

10 Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions. 11-12.10

**Students Can, with
Guidance and Support:**

- a Conduct research projects to answer questions posed by self and others using multiple sources of information (EE.W.11-12.7).** 11-12.10.A

- b Write answers to research questions by selecting relevant information from multiple resources (EE.W.11-12.8).** 11-12.10.B

- c Determine accuracy of source information.** 11-12.10.C

- d Cite resources using a formatting template.** 11-12.10.D

- e Cite evidence from literary or informational texts (EE.W.11-12.9).** 11-12.10.E
 - i Apply grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world [Compare themes, topics, locations, context, and point of view].”) (EE.W.11-12.9a). 11-12.10.E.I
 - ii Apply grades 11-12 Essential Elements for Reading Standards to informational text (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”) (EE.W.11-12.9b). 11-12.10.E.II