

Kansas English Language Arts

Grades 11, 12

Adopted 2023

Grades 11-12

Reading: Literature

Key Ideas and Details

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.11-12.1](#)
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.11-12.2](#)
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. [RL.11-12.3](#)

Craft and Structure

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.11-12.4](#)
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. [RL.11-12.5](#)
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. [RL.11-12.6](#)

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text. [RL.11-12.7](#)
8. Not applicable for literature. [RL.11-12.8](#)
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. [RL.11-12.9](#)

Language in Reading: Literature

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.11-12.10](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content. [RL.11-12.11](#)
 - a. Use context to determine the meaning of a word or phrase. [RL.11-12.11.A](#)
 - 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.B](#)
 - 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.C](#)

d. Verify the preliminary determination of the meaning of a word or phrase. [RL.11-12.11.D](#)

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.A](#)

b. Analyze nuances in the meaning of words with similar denotations. [RL.11-12.12.B](#)

Range of Reading and Text Complexity

13. Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12. [RL.11-12.13](#)

Reading: Informational

Key Ideas and Details

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.11-12.1](#)
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.11-12.2](#)
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. [RI.11-12.3](#)

Craft and Structure

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.11-12.4](#)
5. 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.11-12.5](#)
6. Determine an author's perspective (viewpoint) and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text. [RI.11-12.6](#)

Integration of Knowledge and Ideas

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.11-12.7](#)
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.11-12.8](#)
9. Analyze foundational documents of historical and literary significance for their themes, purposes and rhetorical features. [RI.11-12.9](#)

Language in Reading: Informational

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. [RI.11-12.10](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content. [RI.11-12.11](#)
 - a. Use context to determine the meaning of a word or phrase. [RI.11-12.11.A](#)
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. [RI.11-12.11.B](#)

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.11-12.1**
 - 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. **W.11-12.1.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. **W.11-12.1.B**
 - 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. **W.11-12.1.C**
 - 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. **W.11-12.1.D**
 - e. Provide a concluding statement or section that follows from and supports the argument presented. **W.11-12.1.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. **W.11-12.2**
 - 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, graphics and multimedia when useful to aiding comprehension. **W.11-12.2.A**
 - 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. **W.11-12.2.B**
 - 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. **W.11-12.2.C**
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. **W.11-12.2.D**
 - 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. **W.11-12.2.E**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.11-12.2.F**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well- structured event sequences. [W.11-12.3](#)
 - a. Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3.A](#)
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3.B](#)
 - 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. [W.11-12.3.C](#)
 - d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3.D](#)
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. [W.11-12.3.E](#)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. [W.11-12.4](#)
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.11-12.5](#)
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. [W.11-12.6](#)

Research to Build and Present Knowledge

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.11-12.7](#)
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.11-12.8](#)
9. Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research. [W.11-12.9](#)

Language in Writing

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.A](#)
 - b. Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. [W.11-12.10.B](#)
 - 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.11-12.10.C](#)
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.A](#)
 - b. Spell correctly. [W.11-12.11.B](#)

Range of Writing

12. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. [W.11-12.12](#)

Speaking and Listening

Comprehension and Collaboration

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. [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.A](#)
 - 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.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. [SL.11-12.1.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. [SL.11-12.1.D](#)
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.11-12.2](#)
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. [SL.11-12.3](#)

Presentation of Knowledge and Ideas

4. Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task. [SL.11-12.4](#)
5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest. [SL.11-12.5](#)
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. [SL.11-12.6](#)

Language in Speaking and Listening

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.A](#)

- b. Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. [SL.11-12.7.B](#)
- 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. [SL.11-12.8](#)