
Grades 11-12

Arkansas

English Language Arts Standards

2016

Introduction

Arkansas English Language Arts Standards for grades K-12 have been developed to prepare students for success in high school. Students who are successful in college or careers have attained particular literacy capacities: they think independently; they build strong content knowledge; they respond to the varying demands of audience, task, topic, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital resources strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, the Arkansas Secondary Literacy Standards, has been created for other content areas to address their unique literacy needs. This document focuses on reading and analyzing literature and literary nonfiction, studying the English language about related topics.

This document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards—reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade from grades K-12.

The anchor standards are placed before the grade-level standards for each strand to describe the overarching learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support writing. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

This document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor.

measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teachers in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with standards above and below the grade level they teach. The standards below grade level will guide decisions for provisions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards is essential to developing an aligned curriculum that will create a smooth learning progression in English language arts from kindergarten through high school graduation.

Students advance through the grades and master the standards in reading, writing, speaking, listening, and language. They continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by grade band. The CCR and grade-specific standards are necessary complements—the former providing broad standards and the latter providing additional specificity—that together define the skills and understandings that all students must master.

Reading for Information and Details

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading and Analyzing Text Structure

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

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.

Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Reading and Analyzing Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats.

Analyze 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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Reading and Analyzing Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

ome college and career ready, students must grapple with works of exceptional craft and thought whose rang s across genres, cultures, and centuries. Such works offer profound insights into the human condition and as models for students' own thinking and writing. Along with high-quality contemporary works, these texts be chosen from among seminal U.S. documents, the classics of American literature, and the timeless drama kespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing lication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to te intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12-Reading Standards for Literature

Key Ideas and Details

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.
12.2	Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none">• Provide an <i>objective summary</i>.• Determine two or more <i>themes</i> or 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 produce a complex account.

Teacher Note

12.2

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The selection should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across a variety of the English Language Arts standards. Text selection should be a priority consideration when developing a grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is “a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original” *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

Objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include

al feelings, interpretations, or prejudice.

Following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:
partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

vs. Recount

implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we we may correct our thoughts and provide for that correction in our speaking. On the other hand, **recount** may be oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in structure, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (literarydevices.net/theme/).

12.3	Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
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Grades 11-12-Reading Standards for Literature

Craft and Structure

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.
12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
12.6	Analyze a case in which grasping <i>perspective</i> and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Teacher Note

12.6
important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in relating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person

ient, limited, etc., and perspective should be used when referring to a particular way of viewing things that is based on one's experience and personality. Furthermore, students need to know that it is common practice for writers in languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English writers would define as perspective.

Grades 11-12-Reading Standards for Literature

Integration of Knowledge and Ideas

12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play recorded novel or poetry), evaluating how each version interprets the source text.
12.8	RL.11-12.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze 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.
12.9	Analyze how two or more influential literary works from the same time period address similar <i>themes</i> topics.

Range of Reading and Level of Text Complexity

12.10	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.
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Teacher Note

12.10
In the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.

A detailed explanation of the three dimensions of text complexity may be found at the following link:
www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

Information about text complexity quantitative measures by grade band may be found at the following link:
www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grades 11-12-Reading Standards for Informational

Key Ideas and Details

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.
12.2	Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none">• Provide an <i>objective summary</i> of the text.• 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.

Teacher Note

12.2

“grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The selection should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all standards of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

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implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in structure, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

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.
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Grades 11-12-Reading Standards for Informational

Craft and Structure

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 over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
12.5	Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
12.6	Determine an author's <i>point of view</i> , <i>perspective</i> , 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.

Teacher Note

12.6
important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in relating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader’s access into the greater reaches of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.

(literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one’s experience and personality.
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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person.

ient, limited, etc., and perspective should be used when referring to a particular way of viewing things that is based on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English speakers would define as perspective.

Grades 11-12-Reading Standards for Informational

Integration of Knowledge and Ideas

12.7	Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
12.8	Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
12.9	Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i> , purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

12.10	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
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Teacher Note

12.10

Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.

A detailed explanation of the three dimensions of text complexity may be found at the following link:

www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

Information about text complexity quantitative measures by grade band may be found at the following link:

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Arkansas Anchor Standards for Writing

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Types and Purposes

Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.

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

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

Process and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

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

Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Use of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

idents, writing is a key means of asserting and defending claims, showing what they know about a subject, and writing what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to integrate narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and focus to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make adjustments to a piece of writing over multiple drafts when circumstances encourage or require it.

Grades 11-12-Writing Standards

Text Types and Purposes

12.1	Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
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.
12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.
12.1.C	Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

Teacher Note

12.1.C
Commentary is the writer's ideas about something, not concrete detail. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, evaluation, explication, and reflection.

12.1.D	Establish and maintain an appropriate style, <i>tone</i> , and format within the norms and conventions of the discipline.
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Teacher Note

12.1.D
Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

12.1.E	Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
12.2	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.
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; when useful, include headings, graphics and <i>multimedia</i> to aid in comprehension.

Teacher Note

12.2.A
 Media fall into one of five main categories and use varied techniques for digital formatting. One or any combination of content can be used to enhance your website or social media platform. The five main categories are text, images, animation (including interactive elements), audio, video.

12.2.B	Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
12.2.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.
12.2.D	Use <i>precise language</i> , <i>domain-specific</i> vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Teacher Note

12.2.D
 Precise language spells out relationship between ideas, leading readers to a desired conclusion. Precise language is specific and non-vague.

standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific vocabulary refers to terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, density, time signature). Information about these vocabulary types may be found at www.corestandards.org/assets/Appendix_A.pdf#page=33)

12.2.E	Establish and maintain a formal style, objective <i>tone</i> , and appropriate format within norms and conventions of the discipline.
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Teacher Note

12.2.E
 is the author’s attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

12.2.F	Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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12.3	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance; establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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Teacher Note

12.3.A
 standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader from certain information.

into the greater reaches of the story. Two of the most common point of view techniques are the first person, in the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not witness the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English speakers would define as perspective.

12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
12.3.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 <i>tone</i> and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Teacher Note

12.3.C
 Analyzes the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

12.3.D	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of experiences, events, setting, and/or characters.
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Teacher Note

12.3.D

Use language to spell out relationship between ideas, leading readers to a desired conclusion. Precise language is clear and non-vague.

12.3.E

12.3.E	Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
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Grades 11-12-Writing Standards

Production and Distribution of Writing

12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Teacher Note

12.4
specific expectations for writing types are defined in standards W.11-12.1, W.11-12.2, and W.11-12.3.

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.
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Teacher Note

12.5
for conventions should demonstrate command of Language standards 1-3 up to and including Grades 11-12

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.
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Grades 11-12-Writing Standards

Research to Build and Present Knowledge

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.
12.8	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. <ul style="list-style-type: none">● 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.● Follow a standard format for citation.

Teacher Note

12.8
itative sources are a type of credible source.

12.9	Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
12.9.A	Apply Grades 11-12 Reading standards to literature.
12.9.B	Apply Grades 11-12 Reading standards to informational texts.

Grades 11-12-Writing Standards

Range of Writing

2.10	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, and audiences.
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Arkansas Anchor Standards for Speaking and Listening

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.

Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, meaningful conversations--as part of a whole class, in small groups, and with a partner--built around important content areas and domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

chnologies have broadened and expanded the role that speaking and listening play in acquiring and sharing
dge and have tightened their link to other forms of communication. The Internet has accelerated the speed at
onnections between speaking, listening, reading, and writing can be made, requiring that students be ready t
se modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for studer
daptable in response to change.

Grades 11-12-Speaking and Listening Standards

Comprehension and Collaboration

12.1	Initiate and participate effectively in a range of <i>collaborative conversations</i> (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.
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Teacher Note

12.1
Collaborative discussion (conversation) is defined by Jim Burke as follows: Collegial discussion (conversation) refers to sharing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.

Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Pair Share, Reciprocal Teaching, and teacher-led class discussion).

12.1.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 thoughtful, well-reasoned exchange of ideas.
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.
12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; encourage 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 <i>perspectives</i> .

Teacher Note

12.1.C
It is important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English speakers would define as perspective.

12.1.D	Respond thoughtfully to diverse <i>perspectives</i> ; 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.
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Teacher Note

12.1.D
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

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12.2	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
12.3	Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and <i>tone</i> used.

Teacher Note

12.3
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader's access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that is based on one's experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms "point of view" and "perspective" interchangeably to mean what English would define as perspective.

It also refers to the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

Grades 11-12-Speaking and Listening Standards

Presentation of Knowledge and Ideas

12.4	Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i> , so that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Teacher Note

12.4
important to clarify the terms “point of view” and “perspective” for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in clarifying the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader’s access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not participate in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one’s experience and personality. Furthermore, students need to know that it is common practice for languages other than English to use the terms “point of view” and “perspective” interchangeably to mean what English speakers would define as perspective.

In English, language is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses language

or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves slang or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are used. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to family and friends.

Informal discourse is used with friends, children, and relatives.

12.5	Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or <i>formal English</i> when indicated or appropriate.

Teacher Note

12.6
Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses long words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves slang or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are used. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to family and friends.

Informal discourse is used with friends, children, and relatives.

Arkansas Anchor Standards for Language

Standards on the following pages define what students should understand and be able to do by the end of the K-12 grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements--the former providing broad strokes, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Types and Purposes

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Content and Distribution of Writing

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.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

To build a foundation for college and career readiness in language, students must gain control over many conventional English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning. They must also be able to determine or clarify the meaning of grade-appropriate words encountered in listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The focus of language standards in their own strand should not be taken as an indication that skills related to reading, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in formal and informal contexts, having universal currency while incorporating regional differences (www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to business associates.

Informal discourse is used with friends, children, and relatives.

“Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The text should also be selected to include words for appropriate word study, and spelling development and should have contextual and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a grade-appropriate curriculum.

Grades 11-12-Language Standards

Conventions of Standard English

- | | |
|-----|---|
| 2.1 | Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grades 11-12. |
|-----|---|

Teacher Note

2.1

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in formal and informal contexts, having universal currency while incorporating regional differences (www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to business.

Informal discourse is used with friends, children, and relatives.

- | | |
|-------|--|
| 2.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| 2.1.B | Resolve issues of complex or contested usage, consulting references (e.g., <u>Merriam-Webster's Dictionary of English Usage</u> , <u>Garner's Modern American Usage</u>) as needed. |
| 2.1.C | Form and use correctly the full range of verb tenses and moods. |

Teacher Notes

2.1.C
ation about conditional and subjunctive mood can be found at
[/web.cn.edu/kwheeler/grammar_moods.html](http://web.cn.edu/kwheeler/grammar_moods.html)).

2.1.D	Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
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2.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
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2.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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Teacher Notes

2.1.F
s and clauses have been taught in earlier grades; therefore, students should be held responsible for including
range of these structures in their writing. While every paper a student writes may not include examples of ev
clause and phrase, the collective writing that students produce across the year should reflect their purposefu
clauses and phrases for variety and effect. Various types of phrases include noun, verb, adjectival, adverbial,
ial, prepositional, and absolute. Types of clauses include independent, dependent; noun, relative, and adverl

2.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
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2.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunct and coordinating conjunctions.
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2.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
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2.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
2.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
2.2	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling appropriate for Grades 11-12 when writing.

Teacher Note

2.2
 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in formal and informal contexts, having universal currency while incorporating regional differences (www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters to business.

Informal discourse is used with friends, children, and relatives.

2.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
2.2.B	Observe hyphenation conventions.
2.2.C	Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
2.2.D	Spell correctly.

Teacher Note

2.2.D

Systematic instruction in spelling is important because spelling impacts comprehension of text.

A source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and practicing spelling words, may be found in Chapter 8, page 120 of “Vocabulary--Spelling Connection: Orthographic Knowledge and Morphological Knowledge at the Intermediate Grades and Beyond” by Shane Templeton in *Vocabulary Instruction: Research to Practice* edited by James F. Baumann and Edward J. Kame’enui. The two quotations are from this text:

“Phonemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Cummins, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).

Section 3.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of Baumann and Kame’enui text provides general guidance for developing an aligned system of spelling instruction.

In addition, Kathy Ganske’s text, *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction* includes the Developmental Spelling Assessment along with explanation and vocabulary activities to move students along the learning continuum for spelling.

The suggested resources are offered to support districts but are not mandated.

Grades 11-12-Language Standards

Knowledge of Language

2.3	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.
2.3.A	Vary syntax for effect, consulting references (e.g., <u>Tufte's Artful Sentences</u>) for guidance as needed.
2.3.B	Apply an understanding of syntax to the study of complex texts when reading.

Grades 11-12-Language Standards

Vocabulary Acquisition and Use

2.4	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.
2.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2.4.B	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).
2.4.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.
2.4.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).
2.5	Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meaning as appropriate for the grade level.

Teacher Note

2.5

When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.

There is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a different meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

2.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
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2.5.B	Analyze <i>nuances</i> in the meaning of words with similar denotations.
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Teacher Note

2.5.B
There is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a different meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

2.5.C	This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stubborn, bullheaded, willful, firm, persistent, resolute).
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2.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by analyzing them out the meanings.
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2.6	Acquire and use accurately a range of <i>general academic</i> and <i>domain-specific</i> words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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Teacher Note

2.6
The 2.6 standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific vocabulary are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, density, time signature).
