Learning Progressions

GRADES 11-12

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS

North Carolina Department of PUBLIC INSTRUCTION

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NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

STANDARD			
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Cite strong and thorough textual evidence to support an analysis of what the text says explicitly in the text ❑ Cite strong and thorough textual evidence to support inferences drawn from the text	❑ Cite strong textual evidence to support an analysis of where the text leaves matters uncertain ❑ Cite strong textual evidence to support inferences regarding where the text leaves matters uncertain	❑ Cite thorough textual evidence to support an analysis of where the text leaves matters uncertain ❑ Cite thorough textual evidence to support inferences regarding where the text leaves matters uncertain ❑ Consistently demonstrate proficiency of RL.11-12.1 with a grade-level text	❑ Demonstrate RL.11-12.1 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.2 Determine two or more themes 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; provide an objective summary of the text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine two or more themes of a text ❑ Determine where in the text the themes reveal themselves	❑ Trace the instances where the themes appear throughout the text ❑ Analyze the themes' development over the course the text	❑ Analyze how two or more themes interact with one another to produce a complex account ❑ Analyze how two or more themes build on one another to produce a complex account ❑ Provide an objective summary of the text using the themes and key details ❑ Consistently demonstrate proficiency of RL.11-12.2 with a grade-level text	❑ Demonstrate RL.11-12.2 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the author's choices as to how to develop elements of a story or drama ❑ Determine the author's choices as to how to relate elements of a story or drama	❑ Analyze the author's choices as to how to develop elements of a story or drama ❑ Analyze the author's choices as to how to relate elements of a story or drama	❑ Analyze the impact of the author's choices as to how to develop elements of a story or drama ❑ Analyze the impact of the author's choices as to how to relate elements of a story or drama ❑ Consistently demonstrate proficiency of RL.11-12.3 with a grade-level story or drama	❑ Demonstrate RL.11-12.3 proficiency with an increasingly complex story or drama above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the meaning of words as they are used in the text ❑ Determine the meaning of phrases as they are used in the text	❑ Analyze the impact of specific word choices on the meaning of the text ❑ Analyze the impact of specific word choices on the tone of the text	❑ Analyze the impact of multiple meaning words or engaging language on meaning ❑ Analyze the impact of multiple meaning words or engaging language on tone ❑ Consistently demonstrate proficiency of RL.11-12.4 with a grade-level text	❑ Demonstrate RL.11-12.4 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.5 Analyze how an author's choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the overall structure of the text ❑ Determine the overall meaning of the text ❑ Determine the overall effect of the text on the reader ❑ Determine the author's choices concerning how to construct specific parts of a text	❑ Analyze an author's choices concerning how to construct specific parts of a text	❑ Analyze how an author's choices concerning how to construct specific parts of a text contribute to the overall structure of a text ❑ Analyze how an author's choices concerning how to construct specific parts of a text contribute to its meaning ❑ Analyze how an author's choices concerning how to construct specific parts of a text contribute to its effect on the reader ❑ Consistently demonstrate proficiency of RL.11-12.5 with a grade-level text	❑ Demonstrate RL.11-12.5 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine what is directly stated in the text	❑ Distinguish what is directly stated from what is really meant ❑ Interpret what is directly stated in a text and what is really meant ❑ Determine the true perspective revealed in the text	❑ Analyze the true perspective revealed in the text ❑ Consistently demonstrate proficiency of RL.11-12.6 with a grade-level text	❑ Demonstrate RL.11-12.6 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Identify the source text (story, drama, or poem) ❑ Demonstrate understanding of the source text (story, drama, or poem) ❑ Interpret each interpretation of the source text	❑ Analyze multiple interpretations of the source text	❑ Evaluate how each version of the story, drama, or poem interprets the source text ❑ Consistently demonstrate proficiency of RL.11-12.7 with grade-level interpretations	❑ Demonstrate RL.11-12.7 proficiency with increasingly complex interpretations above grade-level and/or an increasingly complex task

STANDARD
RL.11-12.8 Not applicable to literature.

STANDARD			
RL.11-12.9 Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Demonstrate understanding of the time period in which the texts under study were written ❑ Interpret each text under study ❑ Determine the themes addressed across texts ❑ Determine the topics addressed across texts	❑ Analyze how two or more texts from the same period treat similar themes ❑ Analyze how two or more texts from the same period treat similar topics	❑ Compare the approaches the authors take ❑ Consistently demonstrate proficiency of RL.11-12.9 with grade-level texts	❑ Demonstrate RL.11-12.7 proficiency with increasingly complex texts above grade-level and/or an increasingly complex task

STANDARD			
RL.11-12.10 By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Read and understand literature at the low end of the 11-12 text complexity band proficiently ❑ Independently read and understand literature at the low end of the 11-12 text complexity band ❑ Independently read and understand literature at the low end of the 11-12 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to literature at the low end of the 11-12 text complexity band ❑ Connect experiences to literature at the low end of the 11-12 text complexity band	❑ Read and understand literature within the 11-12 text complexity band proficiently ❑ Independently read and understand literature within the 11-12 text complexity band ❑ Independently read and understand literature within the 11-12 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to literature within the 11-12 text complexity band ❑ Connect experiences to literature within the 11-12 text complexity band	❑ Read and understand literature at the high end of the 11-12 text complexity band proficiently ❑ Independently read and understand literature at the high end of the 11-12 text complexity band ❑ Independently read and understand literature at the high end of the 11-12 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to literature at the high end of the 11-12 text complexity band ❑ Connect experiences to literature at the high end of the 11-12 text complexity band	❑ Demonstrate proficiency of RL.11-12.10 with a grade-level text, with increasing sustained periods of time ❑ Demonstrate RL.11-12.10 proficiency with an increasingly complex text and/or task

STANDARD			
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Cite strong and thorough textual evidence to support an analysis of what the text says explicitly in the text ❑ Cite strong and thorough textual evidence to support inferences drawn from the text	❑ Cite strong textual evidence to support an analysis of where the text leaves matters uncertain ❑ Cite strong textual evidence to support inferences regarding where the text leaves matters uncertain	❑ Cite thorough textual evidence to support an analysis of where the text leaves matters uncertain ❑ Cite thorough textual evidence to support inferences regarding where the text leaves matters uncertain ❑ Consistently demonstrate proficiency of RI.11-12.1 with a grade-level text	❑ Demonstrate RI.11-12.1 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine two or more central ideas of a text ❑ Determine where in the text the central ideas reveal themselves	❑ Trace the instances where the central ideas appear throughout the text ❑ Analyze the central ideas' development over the course the text	❑ Analyze how two or more central ideas interact with one another to produce a complex account ❑ Analyze how two or more central ideas build on one another to produce a complex analysis ❑ Provide an objective summary of the text, using the central ideas and key details ❑ Consistently demonstrate proficiency of RI.11-12.2 with a grade-level text	❑ Demonstrate RI.11-12.2 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the complex set of ideas or sequence of events ❑ Interpret the complex set of ideas or sequence of events	❑ Analyze the complex set of ideas or sequence of events ❑ Trace the interactions of the individuals, ideas, or events over the course of the text ❑ Trace the development of the individuals, ideas, or events over the course of the text	❑ Explain how specific individuals, ideas, or events interact over the course of the text ❑ Explain how specific individuals, ideas, or events develop over the course of the text ❑ Consistently demonstrate proficiency of RI.11-12.3 with a grade-level text	❑ Demonstrate RI.11-12.3 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the meaning of words as they are used in the text ❑ Determine the meaning of phrases as they are used in the text	❑ Analyze how an author uses the meaning of a key term or terms over the course of a text	❑ Analyze how an author refines the meaning of a key term or terms over the course of a text ❑ Consistently demonstrate proficiency of RI.11-12.4 with a grade-level text	❑ Demonstrate RI.11-12.4 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the structure an author uses in his or her exposition or argument ❑ Determine the structure's role in presenting the author's argument	❑ Analyze the effectiveness of the structure an author uses in his or her exposition or argument ❑ Evaluate the effectiveness of the structure an author uses in his or her exposition or argument	❑ Evaluate whether the structure makes points clear ❑ Evaluate whether the structure makes points convincing ❑ Evaluate whether the structure makes points engaging ❑ Consistently demonstrate proficiency of RI.11-12.5 with a grade-level text	❑ Demonstrate RI.11-12.5 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine an author's point of view or purpose ❑ Determine the effective rhetoric used by the author	❑ Analyze the author's style ❑ Analyze the content of the text	❑ Analyze how style contributes to the power, and/or persuasiveness of the text ❑ Analyze how content contributes to the power and/or persuasiveness of the text ❑ Consistently demonstrate proficiency of RI.11-12.6 with a grade-level text	❑ Demonstrate RI.11-12.6 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Select multiple sources of information appropriate for addressing the question or problem under study ❑ Interpret multiple sources of information appropriate for addressing the question or problem under study	❑ Evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words ❑ Integrate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words	❑ Use the integration and evaluation of multiple sources of information to address the question or solve the problem under study ❑ Consistently demonstrate proficiency of RI.11-12.7 with a grade-level sources	❑ Demonstrate RI.11-12.7 proficiency with increasingly complex sources above grade-level and/or an increasingly complex question, problem, and/or task

STANDARD			
RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Delineate the argument and/or specific claims in influential U.S. and/or British texts	❑ Delineate the reasoning in influential U.S. and/or British texts ❑ In influential U.S. and/or British works of public advocacy: ❑ delineate the premises ❑ delineate the purposes ❑ delineate the arguments	❑ Evaluate the reasoning in influential U.S. and/or British texts ❑ In influential U.S. and/or British works of public advocacy: ❑ evaluate the premises ❑ evaluate the purposes ❑ evaluate the arguments ❑ Consistently demonstrate proficiency of RI.11-12.8 with a grade-level text	❑ Demonstrate RI.11-12.8 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Demonstrate understanding of the historical and literary significance of the foundational U.S. and/or British documents under study ❑ Interpret the foundational U.S. and/or British documents under study	❑ Analyze the foundational U.S. and/or British documents under study	❑ Analyze the foundational U.S. and/or British documents for themes ❑ Analyze the foundational U.S. and/or British documents for purposes ❑ Analyze the foundational U.S. and/or British documents for rhetorical features ❑ Consistently demonstrate proficiency of RI.11-12.9 with a grade-level text	❑ Demonstrate RI.11-12.9 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
RI.11-12.10 By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Read and understand informational texts at the low end of the 11-12 text complexity band proficiently ❑ Independently read and understand informational texts at the low end of the 11-12 text complexity band ❑ Independently read and understand informational texts at the low end of the 11-12 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to informational texts at the low end of the 11-12 text complexity band ❑ Connect experiences to informational texts at the low end of the 11-12 text complexity band	❑ Read and understand informational texts within the 11-12 text complexity band proficiently ❑ Independently read and understand informational texts within the 11-12 text complexity band ❑ Independently read and understand informational texts within the 11-12 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to informational texts within the 11-12 text complexity band ❑ Connect experiences to informational texts within the 11-12 text complexity band	❑ Read and understand informational texts at the high end of the 11-12 text complexity band proficiently ❑ Independently read and understand informational texts at the high end of the 11-12 text complexity band ❑ Independently read and understand informational texts at the high end of the 11-12 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to informational texts at the high end of the 11-12 text complexity band ❑ Connect experiences to informational texts at the high end of the 11-12 text complexity band	❑ Demonstrate proficiency of RI.11-12.10 with a grade-level text, with increasing sustained periods of time ❑ Demonstrate RI.11-12.10 proficiency with an increasingly complex text and/or task

STANDARD
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Organize information and ideas around a topic to plan and prepare to write. b. 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. c. 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. d. 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. 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. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Beginning	Progressing	Applying	Extending
W.11-12.1			
❑ Select relevant evidence ❑ Select sufficient evidence	❑ Determine valid reasoning	❑ Write arguments to support claims in an analysis of substantive topics or texts ❑ using valid reasoning ❑ using relevant evidence ❑ using sufficient evidence ❑ Consistently demonstrate proficiency of W.11-12.1 with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1 proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

W.1a			
❑ Gather information and ideas	❑ Select relevant and sufficient information ❑ Select relevant and sufficient ideas	❑ Organize information and ideas around a topic to plan and prepare to write ❑ Consistently demonstrate proficiency of W.11-12.1a with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1a proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task
W.1b			
❑ Introduce precise claim(s) ❑ Identify alternate or opposing claims	❑ Introduce knowledgeable claim(s) ❑ Distinguish the claim(s) from alternate or opposing claims	❑ Establish the significance of the claim(s) ❑ Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence ❑ Consistently demonstrate proficiency of W.11-12.1b with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1b proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

W.1c			
❑ Develop claim(s) fairly ❑ Develop counterclaims fairly	❑ Develop claim(s) thoroughly ❑ Develop counterclaims thoroughly ❑ Point out the strengths of claim(s) in a manner that anticipates the audience's: ❑ knowledge level ❑ concerns ❑ Point out the strengths of counterclaims in a manner that anticipates the audience's: ❑ knowledge level ❑ concerns ❑ Point out the limitations of claim(s) in a manner that anticipates the audience's: ❑ knowledge level ❑ concerns ❑ Point out the limitations of counterclaims in a manner that anticipates the audience's: ❑ knowledge level ❑ concerns	❑ Supply the most relevant evidence for claim(s) and counterclaims ❑ Point out the strengths of claim(s) in a manner that anticipates the audience's: ❑ values ❑ possible biases ❑ Point out the strengths of counterclaims in a manner that anticipates the audience's: ❑ values ❑ possible biases ❑ Point out the limitations of claim(s) in a manner that anticipates the audience's: ❑ values ❑ possible biases ❑ Point out the limitations of counterclaims in a manner that anticipates the audience's: ❑ values ❑ possible biases ❑ Consistently demonstrate proficiency of W.11-12.1c with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1c proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

W.1d			
❑ Use words, phrases, and clauses to link the major sections of the text ❑ Use words, phrases, and clauses to create cohesion	❑ Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons ❑ Use words, phrases, and clauses to clarify the relationships between reasons and evidence ❑ Use words, phrases, and clauses to clarify the relationships between claim(s) and counterclaims	❑ Use varied syntax to link the major sections of the text ❑ Use varied syntax to create cohesion ❑ Use varied syntax to clarify the relationships between claim(s) and reasons ❑ Use varied syntax to clarify the relationships between reasons and evidence ❑ Use varied syntax to clarify the relationships between claim(s) and counterclaims ❑ Consistently demonstrate proficiency of W.11-12.1d with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1d proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task
W.1e			
❑ Establish and maintain a formal style	❑ Determine the objectivity needed for the text or topic under study ❑ Establish and maintain an objective tone ❑ Determine the norms and conventions of the discipline in which the student is writing	❑ Attend to the norms and conventions of the discipline in which the student is writing ❑ Consistently demonstrate proficiency of W.11-12.1e with a grade-level text or topic	❑ Demonstrate W.11-12.1e proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

W.1f			
❑ Provide a concluding statement or section	❑ Follow from the argument presented, when providing a concluding statement or section	❑ Support the argument presented, when providing a concluding statement or section ❑ Consistently demonstrate proficiency of W.11-12.1f with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1f proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task
W.1g			
❑ Develop and strengthen writing as needed by revising ❑ Develop and strengthen writing as needed by editing ❑ Develop and strengthen writing as needed by rewriting ❑ Develop and strengthen writing as needed by trying a new approach	❑ Determine what is most significant for a specific purpose ❑ Determine what is most significant for a specific audience	❑ Focus on addressing what is most significant for a specific purpose ❑ Focus on addressing what is most significant for a specific audience ❑ Consistently demonstrate proficiency of W.11-12.1g with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.1g proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

STANDARD
W.11-2.2 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. a. Organize information and ideas around a topic to plan and prepare to write. b. 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. c. 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. d. 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. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Beginning	Progressing	Applying	Extending
W.11-12.2			
❑ Effectively select content ❑ Effectively analyze content	❑ Effectively organize content	❑ Write informative/ explanatory texts to examine and: ❑ clearly convey complex ideas, concepts, information ❑ accurately convey complex ideas, concepts, information ❑ Consistently demonstrate proficiency of W.11-12.2 with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2 proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

W.11-12.2a			
❑ Gather information and ideas	❑ Effectively select information ❑ Effectively select ideas	❑ Organize information and ideas around a topic to plan and prepare to write ❑ Consistently demonstrate proficiency of W.11-12.2a with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2a proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task
W.11-12.2b			
❑ Introduce a topic	❑ Organize complex ideas ❑ Organize complex concepts ❑ Organize complex information	❑ Organize complex ideas so that each new element builds on that which precedes it to create a unified whole ❑ Organize complex concepts so that each new element builds on that which precedes it to create a unified whole ❑ Organize complex 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 ❑ Consistently demonstrate proficiency of W.11-12.2b with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2b proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

W.11-12.2c			
❑ Develop the topic with: ❑ well-chosen, relevant, and sufficient facts ❑ well-chosen, relevant, and sufficient extended definitions ❑ well-chosen, relevant, and sufficient concrete details ❑ well-chosen, relevant, and sufficient quotations ❑ well-chosen, relevant, and sufficient examples appropriate to the audience's knowledge of the topic ❑ other well-chosen, relevant, and sufficient information appropriate to the audience's knowledge of the topic	❑ Develop the topic thoroughly with the: ❑ most relevant facts ❑ most relevant extended definitions ❑ most relevant concrete details ❑ most relevant quotations ❑ most relevant examples appropriate to the audience's knowledge of the topic ❑ other information that is most relevant and appropriate to the audience's knowledge of the topics	❑ Develop the topic thoroughly with the: ❑ most significant facts ❑ most significant extended definitions ❑ most significant concrete details ❑ most significant quotations ❑ most significant examples appropriate to the audience's knowledge of the topic ❑ other information that is most significant and appropriate to the audience's knowledge of the topic ❑ Consistently demonstrate proficiency of W.11-12.2c with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2c proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task
W.11-12.2d			
❑ Use appropriate transitions to link the major sections of the text ❑ Use varied transitions to link the major sections of the text ❑ Use appropriate transitions to clarify the relationships among complex ideas and concepts ❑ Use varied transitions to clarify the relationships among complex ideas and concepts	❑ Use appropriate syntax to link the major sections of the text ❑ Use appropriate syntax to create cohesion among complex ideas and concepts ❑ Use appropriate syntax to clarify the relationships among complex ideas and concepts	❑ Use varied syntax to link the major sections of the text ❑ Use varied syntax to create cohesion among complex ideas and concepts ❑ Use varied syntax to clarify the relationships among complex ideas and concepts ❑ Consistently demonstrate proficiency of W.11-12.2d with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2d proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

W.11-12.2e			
❑ Determine the complexity of the topic	❑ Select precise language to manage the complexity of the topic ❑ Select domain-specific vocabulary to manage the complexity of the topic ❑ Select appropriate techniques to manage the complexity of the topic	❑ Use precise language to manage the complexity of the topic ❑ Use domain-specific vocabulary to manage the complexity of the topic ❑ Use appropriate techniques to manage the complexity of the topic such as: ❑ metaphor ❑ simile ❑ analogy ❑ Consistently demonstrate proficiency of W.11-12.2e with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2e proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task
W.11-12.2f			
❑ Establish and maintain a formal style	❑ Determine the objectivity needed for the text or topic under study ❑ Establish and maintain an objective tone ❑ Determine the norms and conventions of the discipline in which the student is writing	❑ Attend to the norms and conventions of the discipline in which students are writing ❑ Consistently demonstrate proficiency of W.11-12.2f with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2f proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

W.11-12.2g			
❑ Provide a concluding statement or section	❑ Follow from the argument presented, when providing a concluding statement or section	❑ Support the argument presented, when providing a concluding statement or section ❑ Consistently demonstrate proficiency of W.11-12.2g with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2g proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task
W.11-12.2h			
❑ Develop and strengthen writing as needed by revising ❑ Develop and strengthen writing as needed by editing ❑ Develop and strengthen writing as needed by rewriting ❑ Develop and strengthen writing as needed by trying a new approach	❑ Determine what is most significant for a specific purpose ❑ Determine what is most significant for a specific audience	❑ Focus on addressing what is most significant for a specific purpose ❑ Focus on addressing what is most significant for a specific audience ❑ Consistently demonstrate proficiency of W.11-12.2h with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.2h proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

STANDARD
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. 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. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Beginning	Progressing	Applying	Extending
W.11-12.3			
❑ Choose significant experiences or events	❑ Select significant details ❑ Effectively sequence events ❑ Select appropriate techniques for developing narrative elements	❑ Write narratives to develop real or imagined experiences or events by: ❑ using effective technique ❑ using well-chosen details ❑ using well-structured event sequences ❑ Consistently demonstrate proficiency of W.11-2.3 with a grade-level text, topic, and/or task	❑ Demonstrate W.11-12.3 proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

W.11-12.3a			
❑ Gather information and ideas	❑ Select significant information ❑ Select significant ideas	❑ Organize information and ideas around a topic to plan and prepare to write ❑ Consistently demonstrate proficiency of W.11-12.3a with a grade-level topic and/or task	❑ Demonstrate W.11-12.3a proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task
W.11-12.3b			
❑ Engage and orient the reader	❑ Set out a problem, situation, or observation ❑ Establish one or multiple point(s) of view ❑ Introduce a narrator and/or characters ❑ Create a smooth progression of experiences or events	❑ Include its significance, when setting out a problem, situation, or observation ❑ Consistently demonstrate proficiency of W.11-12.3b with a grade-level topic and/or task	❑ Demonstrate W.11-12.3a proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task
W.11-12.3c			
❑ Use narrative techniques to develop experiences, events, and/or characters	❑ Use dialogue to develop experiences, events, and/or characters ❑ Use pacing to develop experiences, events, and/or characters ❑ Use description to develop experiences, events, and/or characters ❑ Use reflection to develop experiences, events, and/or characters	❑ Use multiple plot lines to develop experiences ❑ Use multiple plot lines to develop events ❑ Use multiple plot lines to develop characters ❑ Consistently demonstrate proficiency of W.11-12.3c with a grade-level topic and/or task	❑ Demonstrate W.11-12.3c proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

W.11-2.3d			
❑ Use a variety of techniques to sequence events ❑ Use a variety of techniques to build on one event to another	❑ Use a variety of techniques to create a coherent whole	❑ Use a variety of techniques to build toward a particular tone ❑ Use a variety of techniques to build toward a particular outcome ❑ Consistently demonstrate proficiency of W.11-12.3d with a grade-level topic and/or task	❑ Demonstrate W.11-12.3d proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task
W.11-12.3e			
❑ Use precise words and phrases ❑ Use sensory language	❑ Use telling details	❑ Convey a vivid picture of the experiences ❑ Convey a vivid picture of the events ❑ Convey a vivid picture of the setting ❑ Convey a vivid picture of characters ❑ Consistently demonstrate proficiency of W.11-12.3e with a grade-level topic and/or task	❑ Demonstrate W.11-12.3d proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

W.11-12.3f			
❑ Provide a conclusion	❑ Follow from what is experienced, observed, or resolved over the course of the narrative, when providing a conclusion	❑ Reflect on what is experienced, observed, or resolved over the course of the narrative, when providing a conclusion ❑ Consistently demonstrate proficiency of W.11-12.3f with a grade-level topic and/or task	❑ Demonstrate W.11-12.3f proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task
W.11-12.3g			
❑ Develop and strengthen writing as needed by revising ❑ Develop and strengthen writing as needed by editing ❑ Develop and strengthen writing as needed by rewriting ❑ Develop and strengthen writing as needed by trying a new approach	❑ Determine what is most significant for a specific purpose ❑ Determine what is most significant for a specific audience	❑ Focus on addressing what is most significant for a specific purpose ❑ Focus on addressing what is most significant for a specific audience ❑ Consistently demonstrate proficiency of W.11-12.3g with a grade-level topic and/or task	❑ Demonstrate W.11-12.3g proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

STANDARD			
W.11-12.4 Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Use digital tools and resources to produce writing ❑ Use digital tools and resources to publish writing ❑ Use digital tools and resources to update individual or shared writing products	❑ Use digital tools and resources to update individual or shared writing products in response to ongoing feedback	❑ Include new arguments or information in responses to ongoing feedback, when updating individual or shared writing products ❑ Consistently demonstrate proficiency of W.11-12.4 with grade-level writing products	❑ Demonstrate W.11-12.4 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task

STANDARD			
W.11-12.5 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.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Conduct short, research projects to answer a question (including a self-generated question) ❑ Self-generate questions that are appropriately complex for the grade-level	❑ Conduct sustained, research projects to answer a question (including a self-generated question) ❑ Conduct short, research projects to solve a problem ❑ Conduct sustained, research projects to solve a problem	❑ Narrow the inquiry when appropriate, when conducting research ❑ Broaden the inquiry when appropriate, when conducting research ❑ Synthesize multiple sources on the subject to demonstrate understanding of the subject under investigation ❑ Consistently demonstrate proficiency of W.11-12.5 with grade-level research projects and/or sources	❑ Demonstrate W.11-12.5 proficiency with increasingly complex sources above grade-level and/or an increasingly complex project ❑ Conduct increasingly sustained research projects to answer a question or solve a problem

STANDARD			
W.11-12.6 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.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Use advanced searches effectively to find authoritative print and digital sources	❑ Assess the strengths of each source in terms of the task, purpose, and audience ❑ Assess the limitations of each source in terms of the task, purpose, and audience ❑ Gather relevant information from multiple authoritative print and digital sources ❑ Integrate information into the text selectively to maintain the flow of ideas ❑ Avoid plagiarism ❑ Follow a standard format for citation	❑ Avoid overreliance on any one source, when integrating information into the text ❑ Consistently demonstrate proficiency of W.11-12.6 with a grade-level sources	❑ Demonstrate W.11-12.6 proficiency with increasingly complex sources above grade-level and/or an increasingly complex task

STANDARD
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (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. 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 a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.

Beginning	Progressing	Applying	Extending
SL.11-12.1			
❑ Express their own ideas clearly	❑ Express their own ideas persuasively ❑ Build on others' ideas	❑ Initiate a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues ❑ one-on-one ❑ in groups ❑ teacher-led ❑ Participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues ❑ one-on-one ❑ in groups ❑ teacher-led ❑ Consistently demonstrate proficiency of SL.11-12.1 with grade-level topics, texts, issues, and/or tasks	❑ Demonstrate SL.11-12.1 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

SL.11-12.1a			
❑ Come to discussions prepared, having read and researched material under study	❑ Explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue	❑ Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas ❑ Consistently demonstrate proficiency of SL.11-12.1a with grade-level topics, texts, issues, and/or tasks	❑ Demonstrate SL.11-12.1a proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks
SL.11-12.1b			
❑ Establish individual roles, as needed ❑ Work with peers to set clear goals and deadlines	❑ Follow rules for civil, democratic discussions ❑ Demonstrate civil, democratic communication	❑ Work with peers to promote civil, democratic discussions ❑ Work with peers to promote civil, democratic decision-making ❑ Consistently demonstrate proficiency of SL.11-12.1b with grade-level topics, texts, issues, and/or tasks	❑ Demonstrate SL.11-12.1b proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

SL.11-12.1c			
❑ Propel conversations by posing questions that relate the current discussion to broader themes or larger ideas ❑ Propel conversations by responding to questions that relate the current discussion to broader themes or larger ideas ❑ Clarify ideas and conclusions ❑ Verify ideas and conclusions ❑ Challenge ideas and conclusions	❑ Propel conversations by posing questions that probe reasoning and evidence ❑ Propel conversations by responding to questions that probe reasoning and evidence	❑ Ensure a hearing for a full range of positions ❑ Promote divergent and creative perspectives ❑ Consistently demonstrate proficiency of SL.11-12.1c with grade-level topics, texts, issues, and/or tasks	❑ Demonstrate SL.11-12.1c proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks
SL.11-12.1d			
❑ Respond thoughtfully to diverse perspectives	❑ Synthesize comments, claims, and evidence made on all sides of an issue	❑ Resolve contradictions when possible ❑ Determine what additional information or research is required to deepen the investigation or complete the task ❑ Consistently demonstrate proficiency of SL.11-12.1d with grade-level topics, texts, issues, and/or tasks	❑ Demonstrate SL.11-12.1c proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

STANDARD			
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Analyze multiple sources of information presented in diverse media or formats ❑ Integrate multiple sources of information presented in diverse formats and media ❑ Evaluate the credibility of each source ❑ Evaluate accuracy of each source	❑ Note any discrepancies among the data across sources	❑ Use integrated sources of information to make informed decisions ❑ Use integrated sources of information to solve problems ❑ Consistently demonstrate proficiency of SL.11-12.2 with grade-level sources and/or tasks	❑ Demonstrate SL.11-12.2 proficiency with increasingly complex sources above grade-level and/or increasingly complex topics, issues, and/or tasks

STANDARD			
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Evaluate a speaker's point of view ❑ Evaluate a speaker's reasoning ❑ Evaluate a speaker's use of evidence ❑ Evaluate a speaker's use of rhetoric	❑ Assess the stance used ❑ Assess the premises used	❑ Assess the links among ideas used ❑ Assess the word choice used ❑ Assess the points of emphasis used ❑ Assess the tone used ❑ Consistently demonstrate proficiency of SL.11-12.3 with grade-level texts and/or tasks	❑ Demonstrate SL.11-12.3 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

STANDARD			
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Select information, findings, and supporting evidence to present ❑ Ensure substance of the presentation is appropriate to purpose, audience, and task ❑ Ensure organization of the presentation is appropriate to purpose, audience, and task ❑ Ensure development of the presentation is appropriate to purpose, audience, and task ❑ Ensure style of the presentation is appropriate to purpose, audience, and task	❑ Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning ❑ Address alternative or opposing perspectives in the presentation	❑ Present information, findings, and supporting evidence for a range of formal and informal tasks ❑ Consistently demonstrate proficiency of SL.11-12.4 with grade-level texts, topics, and/or tasks	❑ Demonstrate SL.11-12.4 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks

STANDARD			
SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Use digital media in presentations	❑ Make strategic use of digital media in presentations to add interest	❑ Make strategic use of digital media in presentations to: ❑ enhance understanding of findings ❑ enhance understanding of reasoning ❑ enhance understanding of evidence ❑ Consistently demonstrate proficiency of SL.11-12.5 with grade-level texts, topics, and/or tasks	❑ Demonstrate SL.11-12.5 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks

STANDARD			
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Demonstrate proficiency within the 9-12 grammar continuum.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Ensure subject/verb agreement ❑ Use nouns accurately ❑ Recognize, form, and use verbs accurately ❑ Form and use adjectives accurately ❑ Use conjunctions accurately ❑ Produce accurate sentences and choose sentences for differing relationships between ideas ❑ Form and use prepositions accurately ❑ Recognize, ensure, use, and apply pronouns accurately ❑ Use determiners correctly ❑ Use commonly confused words accurately ❑ Use interjections accurately	❑ Consistently demonstrate strong command of conventions within the K-8 Continua	❑ Apply the following to create a unique style and voice when writing or speaking: ❑ subject/verb agreement ❑ nouns ❑ verbs ❑ adjectives ❑ conjunctions ❑ adverbs ❑ sentences ❑ prepositions ❑ pronouns ❑ determiners ❑ commonly confused words ❑ interjections ❑ phrases and clauses ❑ variations from standard English ❑ strategies for expression in conventional language ❑ Apply the following with increasing sophistication and effect: ❑ subject/verb agreement ❑ nouns ❑ verbs ❑ adjectives ❑ conjunctions	❑ Demonstrate L.11-12.1 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks

❑ Explain, place, form, and use phrases and clauses accurately ❑ Recognize variations from standard English in writing and speaking ❑ Identify and use strategies to improve expression in conventional language		❑ adverbs ❑ sentences ❑ prepositions ❑ pronouns ❑ determiners ❑ commonly confused words ❑ interjections ❑ phrases and clauses ❑ variations from standard English ❑ strategies for expression in conventional language ❑ Consistently demonstrate proficiency of SL.9-10.5 with grade-level texts, topics, and/or tasks	

STANDARD			
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Demonstrate proficiency within the 9-12 conventions continuum.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Use capitalization accurately ❑ Use and apply punctuation accurately ❑ Spell words correctly ❑ Consult reference materials as needed to check and correct spellings	❑ Demonstrate strong command of conventions within the K-8 Continua	❑ Apply the following to create a unique style and voice when writing or speaking: ❑ capitalization ❑ punctuation ❑ spelling ❑ Apply the following with increasing sophistication and effect: ❑ capitalization ❑ punctuation ❑ spelling ❑ Consistently demonstrate proficiency of L.11-12.2 with grade-level texts, topics, and/or tasks	❑ Demonstrate L.11-12.2 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks

STANDARD			
L.11-12.3 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. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.			
Note: Substandard "a" is not separated from the main standard, as seen in W.11-12.1 - W.11-12.3 and SL.11-12.1. The substandard L.11-12.3a is included in the progression of L.11-12.3 as a whole to provide clarity on the skills and expectations of the standard.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Apply knowledge of language to: ❑ understand how language functions in different contexts ❑ make effective choices for meaning ❑ make effective choices for style ❑ comprehend more fully when reading or listening to grade-level, complex texts	❑ Determine the proper order of words appropriate for the context in which students are writing ❑ Determine the proper order of words appropriate for the meaning students aim to convey ❑ Use proper syntax when writing and editing work	❑ Vary syntax for effect, consulting references for guidance as needed ❑ Apply an understanding of syntax to the study of complex texts when reading ❑ Consistently demonstrate proficiency of L.11-12.3 with grade-level texts, and/or tasks	❑ Demonstrate L.11-12.3 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks

STANDARD			
L.11-12.4 Determine and/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: context clues, word parts, word relationships, and reference materials.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Determine the meaning of unknown words and phrases based on grade-level reading and content	❑ Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	❑ Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: ❑ context clues ❑ word parts ❑ word relationships ❑ reference materials ❑ Consistently demonstrate proficiency of L.11-12.4 with grade-level texts	❑ Demonstrate L.11-12.4 proficiency with increasingly complex texts above grade-level

STANDARD			
L.11-12.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content. b. Analyze nuances in the meaning of words with similar denotations.			
Note: Substandards "a" and "b" are not separated from the main standard, as seen in W.11-12.1 - W.11-12.3 and SL.11-12.1. The substandards L.11-12.5a and L.11-12.5b are included in the progression of L.11-12.5 as a whole to provide clarity on the skills and expectations of the standard.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Interpret figures of speech in context based on grade-level reading and content	❑ Analyze figurative language's role in text based on grade-level reading and content ❑ Analyze nuances in the meaning of words with similar denotations based on grade-level reading and content	❑ Demonstrate understanding of figurative language based on grade-level reading and content ❑ Demonstrate understanding of nuances in word meanings based on grade-level reading and content ❑ Consistently demonstrate proficiency of L.11-12.5 with grade-level texts	❑ Demonstrate L.9-10.5 proficiency with increasingly complex texts above grade-level

STANDARD			
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Acquire general academic and domain-specific words and phrases ❑ Accurately use general academic and domain-specific words and phrases	❑ Acquire general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level ❑ Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	❑ Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression ❑ Consistently demonstrate proficiency of L.11-12.6 with grade-level texts, topics, and/or tasks	❑ Demonstrate L.11-12.6 proficiency with increasingly complex texts above grade-level and/or increasingly complex tasks