



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*



# Indiana Academic Standards English Language Arts: Grades 11-12



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## **Introduction**

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

## **What are the Indiana Academic Standards?**

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

## **Acknowledgments**

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

## English Language Arts: Grades 11-12

### Reading

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined*

#### **Reading: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

#### **Learning Outcome**

<b>11-12.RL.1</b>	Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
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#### **Key Ideas and Textual Support**

<b>11-12.RL.2.1</b>	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
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<b>11-12.RL.2.2</b>	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
<b>11-12.RL.2.3</b>	Analyze how the author's choices impact character development over the course of a text ( <i>e.g. how the characters are introduced and developed</i> ).
<b>11-12.RL.2.4</b>	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i></p>
<b>Structural Elements and Organization</b>	
<b>11-12.RL.3.1</b>	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature ( <i>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i> ) contribute to its overall meaning and effect of a work.
<b>11-12.RL.3.2</b>	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended ( <i>e.g., satire, sarcasm, irony, or understatement</i> ) in order to understand the perspectives.
<b>Synthesis and Connection of Ideas</b>	
<b>11-12.RL.4.1</b>	Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script, and analyze the impact of the interpretations on the audience.
<b>11-12.RL.4.2</b>	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat



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similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.

**Reading: *Nonfiction***

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

**Learning Outcome**

**11-12.RN.1**

Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

**Key Ideas and Textual Support**

**11-12.RN.2.1**

Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.

**11-12.RN.2.2**

Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.

**11-12.RN.2.3**

Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.

**Structural Elements and Organization**

**11-12.RN.3.1**

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 5

	<i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
<b>11-12.RN.3.2</b>	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
<b>11-12.RN.3.3</b>	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective ( <i>e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i> ) and analyzing how style and content contribute to the power and persuasiveness of the text.
<b>Synthesis and Connection of Ideas</b>	
<b>11-12.RN.4.1</b>	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.
<b>11-12.RN.4.2</b>	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
<b>11-12.RN.4.3</b>	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

**Reading: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

**Learning Outcome**

<b>11-12.RV.1</b>	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Vocabulary Building**

<b>11-12.RV.2. 1</b>	Use context to determine or clarify the meaning of words and phrases.
<b>11-12.RV.2. 2</b>	Students are expected to build upon and continue applying concepts learned previously.  Grade of Mastery: 7 <i>Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.</i>
<b>11-12.RV.2. 3</b>	Analyze nuances in the meaning of words with similar denotations.
<b>11-12.RV.2. 4</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).

<b>11-12.RV.2.</b> <b>5</b>	Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
<b>Vocabulary in Literature and Nonfiction Texts</b>	
<b>11-12.RV.3.</b> <b>1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery, allegory, and symbolism</i> ) on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i> ).
<b>11-12.RV.3.</b> <b>2</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
<b>11-12.RV.3.</b> <b>3</b>	Interpret figures of speech in context and analyze their role in the text.

**Writing**

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

**Writing**

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

**Learning Outcome**

<b>11-12.W.1</b>	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
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**Handwriting**

<b>11-12.W.2</b>	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
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**Writing Genres: Argumentative, Informative, and Narrative**

<b>11-12.W.3.1</b>	Write <b>arguments</b> in a variety of forms that –
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	<ul style="list-style-type: none"> <li>● Introduce precise 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.</li> <li>● Use rhetorical strategies to enhance the effectiveness of the claim</li> <li>● 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.</li> <li>● Use effective and varied transitions 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.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><b>11-12.W.3.2</b></p>	<p>Write <b>informative</b> compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● 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 (<i>e.g., headings</i>), graphics (<i>e.g., figures, tables</i>), and multimedia when useful to aiding comprehension.</li> <li>● Utilizing credible sources, 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</li> <li>● 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.</li> <li>● Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>).</li> </ul>

<p><b>11-12.W.3.3</b></p>	<p>Write <b>narrative</b> compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Create a smooth progression of experiences or events.</li> <li>• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</li> <li>• 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 (<i>e.g., a sense of mystery, suspense, growth, or resolution</i>).</li> <li>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
<p><b>The Writing Process</b></p>	
<p><b>11-12.W.4</b></p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-</p> <ul style="list-style-type: none"> <li>• Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</li> <li>• Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</li> </ul>
<p><b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b></p>	
<p><b>11-12.W.5</b></p>	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</p> <ul style="list-style-type: none"> <li>• Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> </ul>

- Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., *MLA, APA*) for citation.
- Present information, choosing from a variety of formats.

**Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling**

**11-12.W.6.1**

Demonstrate command of English grammar and usage, focusing on:

A. Pronouns— Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 6

- *Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

B. Verbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.*

C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.*

D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

	<ul style="list-style-type: none"> <li>• <i>Recognizing and correcting misplaced and dangling modifiers.</i></li> </ul> <p>E. Usage- Students are expected to build upon and continue applying conventions learned previously.        Grade of Mastery: 10</p> <ul style="list-style-type: none"> <li>• <i>Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</i></li> </ul>
<p><b>11-12.W.6.2</b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously.        Grade of Mastery: 5</p> <ul style="list-style-type: none"> <li>• <i>Applying correct usage of capitalization in writing.</i></li> </ul> <p>B. Punctuation –Students are expected to build upon and continue applying conventions learned previously.        Grade of Mastery: 10</p> <ul style="list-style-type: none"> <li>• <i>Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</i></li> </ul> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously.        Grade of Mastery: 5</p> <ul style="list-style-type: none"> <li>• <i>Applying correct spelling patterns and generalizations in writing.</i></li> </ul>

**Speaking and Listening**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

**Speaking and Listening**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening

**Learning Outcome**

<b>11-12.SL.1</b>	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.
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**Discussion and Collaboration**

<b>11-12.SL.2.1</b>	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
<b>11-12.SL.2.2</b>	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
<b>11-12.SL.2.3</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>11-12.SL.2.4</b>	Expand 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.
<b>11-12.SL.2.5</b>	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>Comprehension</b>	
<b>11-12.SL.3.1</b>	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
<b>11-12.SL.3.2</b>	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
<b>Presentation of Knowledge of Ideas</b>	
<b>11-12.SL.4.1</b>	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
<b>11-12.SL.4.2</b>	Create engaging presentations that make strategic and creative use of digital media ( <i>e.g., textual, graphical, audio, visual, and interactive elements</i> ) to add interest and enhance audience understanding of findings, reasoning, and evidence.
<b>11-12.SL.4.3</b>	Students are expected to build upon and continue applying concepts learned previously.  Grade of Mastery: 2 <i>Give and follow multi-step directions.</i>



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## **Media Literacy**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

### **Media Literacy**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

<b>Learning Outcome</b>	
<b>11-12.ML.1</b>	Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.
<b>Media Literacy</b>	
<b>11-12.ML.2.1</b>	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
<b>11-12.ML.2.2</b>	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.