

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
ELEVENTH – TWELFTH GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

**Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Writing (W)
Speaking and Listening (SL)
Language (L)**

READING STANDARDS FOR LITERATURE

Key Ideas and Details

11-12.RL.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Recognize strong textual evidence 	<ul style="list-style-type: none"> ▪ Interpret how the text uses ambiguity or leaves matters uncertain
<ul style="list-style-type: none"> ▪ Explain inferences drawn from the text 	<ul style="list-style-type: none"> ▪ Cite strong and thorough textual evidence to support analysis of the text

11-12.RL.2 – Determine two or more themes or central ideas of a text, including those by and about American Indians, 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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify two or more themes or central ideas of a text 	<ul style="list-style-type: none"> ▪ Explain how the themes or central ideas interact and build on one another to produce a complex account
<ul style="list-style-type: none"> ▪ Objectively summarize a text 	<ul style="list-style-type: none"> ▪ Interpret how the text supports the themes or central ideas to produce a complex account of the text
<ul style="list-style-type: none"> ▪ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas 	

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11-12.RL.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify key choices the author made in order to develop elements of the story 	<ul style="list-style-type: none"> ▪ Explain how the author’s choices relate the elements of a story or drama
<ul style="list-style-type: none"> ▪ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas 	<ul style="list-style-type: none"> ▪ Analyze how the decisions the author made regarding setting, order of events, etc., impacted the story or drama

Craft and Structure

11-12.RL.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by and about American Indians, as well as other authors.)

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Determine the meaning of words and phrases 	<ul style="list-style-type: none"> ▪ Discuss the figurative and connotative meanings of words and phrases as they are used in the text
<ul style="list-style-type: none"> ▪ Determine the figurative and connotative meanings of words and phrases as they are used in the text 	<ul style="list-style-type: none"> ▪ Analyze the impact of specific word choices on meaning and tone
<ul style="list-style-type: none"> ▪ Identify the impact of specific word choices on meaning and tone 	<ul style="list-style-type: none"> ▪ Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or particularly expressive language

11-12.RL.5 – Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify an author’s choices concerning structure 	<ul style="list-style-type: none"> ▪ Analyze how the author’s choices contribute to the overall structure, meaning, and aesthetic impact

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11-12.RL.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Determine how satire, sarcasm, irony, or understatement reflect the author’s point of view 	<ul style="list-style-type: none"> ▪ Evaluate how satire, sarcasm, irony, or understatement reflect the author’s point of view
<ul style="list-style-type: none"> ▪ Compare and contrast what is directly stated in a text to that which is implied or inferred 	<ul style="list-style-type: none"> ▪ Evaluate the impact of inferences on determining point of view
<ul style="list-style-type: none"> ▪ Analyze how understanding the author’s point of view helps the reader identify the true meaning of the text 	<ul style="list-style-type: none"> ▪ Analyze how understanding the author’s point of view helps the reader identify the true meaning of the text

Integration of Knowledge and Ideas

11-12.RL.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify two or more interpretations of text 	<ul style="list-style-type: none"> ▪ Evaluate multiple interpretations of a source text
<ul style="list-style-type: none"> ▪ List source texts and their companion texts 	<ul style="list-style-type: none"> ▪ Discuss the variations between source and companion texts
<ul style="list-style-type: none"> ▪ Determine the variations between source and companion texts 	

11-12.RL.8 – Not applicable

11-12.RL.9 – Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify significant works of American literature from the 18th, 19th, and early 20th century 	
<ul style="list-style-type: none"> ▪ Explain the historical significance of works of American literature from the 18th, 19th, and early 20th century 	
<ul style="list-style-type: none"> ▪ Identify the themes or topics of significant pieces of literature 	
<ul style="list-style-type: none"> ▪ Compare and contrast themes or topics in two or more works of American literature from the 18th, 19th, and early 20th century 	

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Range of Reading and Level of Text Complexity

11-12.RL.10 – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details 	<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details
<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure 	<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure
<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas 	<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

11-12.RI.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Analyze strong textual and inferential evidence 	<ul style="list-style-type: none"> ▪ Explain inferences drawn from the text
<ul style="list-style-type: none"> ▪ Evaluate the textual evidence that supports analysis of what the text says explicitly 	<ul style="list-style-type: none"> ▪ Determine where the text leaves matters uncertain

11-12.RI.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Define complex analysis 	<ul style="list-style-type: none"> ▪ Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis
<ul style="list-style-type: none"> ▪ Interpret how the text supports key ideas with specific details 	<ul style="list-style-type: none"> ▪ Interpret how the text supports key ideas with specific details

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11-12.RI.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify complex sets of ideas and sequences of events 	<ul style="list-style-type: none"> ▪ Analyze a complex set of ideas and/or sequence of events
<ul style="list-style-type: none"> ▪ Explain how specific individuals, ideas, or events interact and develop through a text 	<ul style="list-style-type: none"> ▪ Explain how specific individuals, ideas, or events interact and develop through a text

Craft and Structure

11-12.RI.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify key terms in a text 	<ul style="list-style-type: none"> ▪ Analyze how an author uses and refines the meaning of a key term over the course of a text
<ul style="list-style-type: none"> ▪ Determine figurative, connotative, and technical meaning of words and phrases 	

11-12.RI.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Analyze the structure of the exposition or argument 	<ul style="list-style-type: none"> ▪ Evaluate whether the structure of an exposition or argument makes points clear, convincing, and engaging

11-12.RI.6 – Determine an author’s point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Explain the author’s point of view or purpose 	<ul style="list-style-type: none"> ▪ Evaluate use of rhetorical, persuasive, and stylistic techniques
<ul style="list-style-type: none"> ▪ Identify rhetorical, persuasive, and stylistic techniques 	<ul style="list-style-type: none"> ▪ Analyze how style and content contribute to the power, persuasiveness, or beauty of the text
<ul style="list-style-type: none"> ▪ Analyze how style and content support point of view or purpose 	

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Integration of Knowledge and Ideas

11-12.RI.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Determine various sources of information presented in diverse media and formats 	<ul style="list-style-type: none"> ▪ Determine various sources of information presented in diverse media and formats
<ul style="list-style-type: none"> ▪ Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words 	<ul style="list-style-type: none"> ▪ Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words
<ul style="list-style-type: none"> ▪ Integrate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem 	<ul style="list-style-type: none"> ▪ Integrate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem
<ul style="list-style-type: none"> ▪ Evaluate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem 	<ul style="list-style-type: none"> ▪ Evaluate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem

11-1.RI.8 – Delineate and evaluate the reasoning in seminal U.S. texts, including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

Essential Skills and Knowledge	
Grade 11	Grade 12
In consultation with Social Studies Department	In consultation with Social Studies Department
<ul style="list-style-type: none"> ▪ Recognize constitutional principle 	<ul style="list-style-type: none"> ▪ Delineate the reasoning of U.S. seminal texts
<ul style="list-style-type: none"> ▪ Recognize elements of legal reasoning 	<ul style="list-style-type: none"> ▪ Delineate works of public advocacy, including premises, purposes, and arguments
<ul style="list-style-type: none"> ▪ Identify the premises, purposes, and arguments in works of public advocacy 	<ul style="list-style-type: none"> ▪ Evaluate works of public advocacy, including premises, purposes, and arguments
<ul style="list-style-type: none"> ▪ Evaluate the reasoning in important U.S. Texts 	

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11-12.RI.9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution; the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Essential Skills and Knowledge	
Grade 11	Grade 12
In consultation with Social Studies Department	In consultation with Social Studies Department
<ul style="list-style-type: none"> ▪ Identify the theme, purpose, and rhetorical features of U.S. documents of historical and literary significance 	<ul style="list-style-type: none"> ▪ Identify the theme, purpose, and rhetorical features of U.S. documents of historical and literary significance
<ul style="list-style-type: none"> ▪ Analyze the theme, purpose, and rhetorical features of U.S. documents of historical and literary significance of the 17th, 18th, and 19th century 	<ul style="list-style-type: none"> ▪ Analyze the theme, purpose, and rhetorical features of U.S. documents of historical and literary significance of the 17th, 18th, and 19th century

Range of Reading and Level of Text Complexity

11-12.RI.10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details 	<ul style="list-style-type: none"> ▪ Identify and comprehend key ideas and details
<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure 	<ul style="list-style-type: none"> ▪ Identify and comprehend craft and structure
<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas 	<ul style="list-style-type: none"> ▪ Identify and comprehend integration of knowledge and ideas

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WRITING STANDARDS

Text Types and Purposes

11-12.W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Write arguments to support claim(s) 	<ul style="list-style-type: none"> ▪ Write arguments to support claim(s)
<ul style="list-style-type: none"> ▪ Introduce precise, knowledgeable claim(s) 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Establish the significance of the claim(s) 	<ul style="list-style-type: none"> ▪ Clarify the relationships between claim(s) and reasons
<ul style="list-style-type: none"> ▪ Distinguish the claim(s) from alternate or opposing claims 	<ul style="list-style-type: none"> ▪ Clarify the relationships between reasons and evidence
<ul style="list-style-type: none"> ▪ Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence 	<ul style="list-style-type: none"> ▪ Clarify the relationship between claim(s) and counterclaims
<ul style="list-style-type: none"> ▪ Develop claim(s) and counterclaims thoroughly 	<ul style="list-style-type: none"> ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
<ul style="list-style-type: none"> ▪ Supply the most relevant evidence for each 	<ul style="list-style-type: none"> ▪ Provide a concluding statement or section that follows from and supports the argument presented
<ul style="list-style-type: none"> ▪ Point out the strengths and limitations of both 	
<ul style="list-style-type: none"> ▪ Anticipate the audience’s knowledge level, concerns, values, and possible biases 	

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11-12.W.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Write informative/explanatory texts 	<ul style="list-style-type: none"> ▪ Write informative/explanatory texts
<ul style="list-style-type: none"> ▪ Introduce a topic 	<ul style="list-style-type: none"> ▪ Use appropriate and varied transitions and syntax to link the major sections of the text
<ul style="list-style-type: none"> ▪ Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole 	<ul style="list-style-type: none"> ▪ Create cohesion
<ul style="list-style-type: none"> ▪ Include formatting (e.g., heading), graphics (e.g., figures, table), and multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> ▪ Clarify the relationships among complex ideas and concepts
<ul style="list-style-type: none"> ▪ Develop a topic appropriate to the audience’s knowledge by selecting the most significant and relevant facts 	<ul style="list-style-type: none"> ▪ Use precise language domain-specific vocabulary
<ul style="list-style-type: none"> ▪ Develop a topic appropriate to the audience’s knowledge by using extended definitions 	<ul style="list-style-type: none"> ▪ Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic
<ul style="list-style-type: none"> ▪ Develop a topic appropriate to the audience’s knowledge by using concrete details and quotations 	<ul style="list-style-type: none"> ▪ Develop a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
<ul style="list-style-type: none"> ▪ Develop the topic thoroughly by using information and examples appropriate to the audience’s knowledge of the topic 	
<ul style="list-style-type: none"> ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing 	

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11-12.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Write a narrative 	<ul style="list-style-type: none"> ▪ Write a narrative
<ul style="list-style-type: none"> ▪ Engage and orient the reader by setting out a problem, situation, or observation 	<ul style="list-style-type: none"> ▪ 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.g., a sense of mystery, suspense, growth, or resolution)
<ul style="list-style-type: none"> ▪ Establish one or multiple point(s) of view 	<ul style="list-style-type: none"> ▪ Use dialogue and pacing to develop experiences, events, and/or characters
<ul style="list-style-type: none"> ▪ Introduce a narrator and/or characters 	<ul style="list-style-type: none"> ▪ Use description to develop experiences, events, and/or characters
<ul style="list-style-type: none"> ▪ Create a smooth progression of experiences or events 	<ul style="list-style-type: none"> ▪ Use reflection and multiple plot lines, to develop experiences, events, and/or characters
<ul style="list-style-type: none"> ▪ Use precise words and phrases to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> ▪ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
<ul style="list-style-type: none"> ▪ Use descriptive details to convey a vivid picture of the experiences, events, setting, and/or characters 	
<ul style="list-style-type: none"> ▪ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	

Production and Distribution of Writing

11-12.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Analyze the reason for writing to decide on task, purpose, and audience 	<ul style="list-style-type: none"> ▪ Analyze the reason for writing to decide on task, purpose, and audience
<ul style="list-style-type: none"> ▪ Determine suitable idea development strategies, organization, and style 	<ul style="list-style-type: none"> ▪ Determine suitable idea development strategies, organization, and style

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11-12.W.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12).

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Recognize how and when to plan, revise, edit, rewrite, or try a new approach 	<ul style="list-style-type: none"> ▪ Recognize how and when to plan, revise, edit, rewrite, or try a new approach
<ul style="list-style-type: none"> ▪ Recognize significant information for the needs of audience and purpose 	<ul style="list-style-type: none"> ▪ Recognize significant information for the needs of audience and purpose
<ul style="list-style-type: none"> ▪ Develop and strengthen writing through conventions of writing 	<ul style="list-style-type: none"> ▪ Develop and strengthen writing through conventions of writing
<ul style="list-style-type: none"> ▪ Determine the focus through the consideration of purpose and audience 	<ul style="list-style-type: none"> ▪ Determine the focus through the consideration of purpose and audience

11-12.W.6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Use technology, including the Internet, to produce and publish 	<ul style="list-style-type: none"> ▪ Demonstrate the use of technology, including the Internet, to produce and publish
<ul style="list-style-type: none"> ▪ Update individual or shared writing products in response to ongoing feedback 	<ul style="list-style-type: none"> ▪ Update individual or shared writing products in response to ongoing feedback including new arguments or information

Research to Build and Present Knowledge

11-12.W.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Construct and refine research questions for short as well as sustained research projects 	<ul style="list-style-type: none"> ▪ Construct and refine research questions for short as well as sustained research projects
<ul style="list-style-type: none"> ▪ Utilize print and electronic sources 	<ul style="list-style-type: none"> ▪ Utilize print and electronic sources
<ul style="list-style-type: none"> ▪ Synthesize information from multiple sources 	<ul style="list-style-type: none"> ▪ Synthesize information from multiple sources

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11-12.W.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Evaluate strengths and weaknesses of a source based on the task, purpose, and audience 	<ul style="list-style-type: none"> ▪ Integrate information into text to maintain the flow of ideas and avoid overreliance on a source
<ul style="list-style-type: none"> ▪ Integrate information into text to maintain the flow of ideas 	<ul style="list-style-type: none"> ▪ Recognize and avoid plagiarism
<ul style="list-style-type: none"> ▪ Integrate knowledge and ideas 	
<ul style="list-style-type: none"> ▪ Recognize and avoid plagiarism 	

11-12.W.9 – Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ <i>Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)</i> 	<ul style="list-style-type: none"> ▪ <i>Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)</i>
<ul style="list-style-type: none"> ▪ <i>Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”)</i> 	<ul style="list-style-type: none"> ▪ <i>Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”)</i>

Range of Writing

11-12.W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Write over shorter time frames (a single sitting or a day or two for a range of tasks, purpose, and audiences) 	<ul style="list-style-type: none"> ▪ Write over shorter time frames (a single sitting or a day or two for a range of tasks, purpose, and audiences)

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

11-12.SL.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Initiate conversations by posing and responding to questions that probe reasoning and evidence 	<ul style="list-style-type: none"> ▪ Initiate conversations by clarifying, verifying, or challenging ideas and conclusions
<ul style="list-style-type: none"> ▪ Initiate conversations by ensuring a hearing for a full range of positions on a topic or issue; clarify 	<ul style="list-style-type: none"> ▪ Initiate conversations by promoting divergent and creative perspectives
<ul style="list-style-type: none"> ▪ Respond thoughtfully to diverse perspectives 	<ul style="list-style-type: none"> ▪ Respond thoughtfully by resolving contradictions when possible
<ul style="list-style-type: none"> ▪ Respond thoughtfully synthesizing comments, claims, and evidence made on all sides of an issue 	<ul style="list-style-type: none"> ▪ Respond thoughtfully by determining what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Integrate information from multiple sources presented in diverse formats and media (quantitatively) 	<ul style="list-style-type: none"> ▪ Integrate information from multiple sources presented in diverse formats and media (orally)
<ul style="list-style-type: none"> ▪ Determine discrepancies among the data 	<ul style="list-style-type: none"> ▪ Evaluate credibility and accuracy of each sources in order to make informed decisions and to solve problems

11-12.SL.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Define and identify stance, premises, and point of emphasis 	<ul style="list-style-type: none"> ▪ Evaluate a speaker’s point of view by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone
<ul style="list-style-type: none"> ▪ Evaluate a speaker’s reasoning by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone 	<ul style="list-style-type: none"> ▪ Evaluate a speaker’s use of evidence and rhetoric by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone

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Presentation of Knowledge and Ideas

11-12.SL.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 perspective are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Identify information/findings and clear, distinct perspective 	<ul style="list-style-type: none"> ▪ Present information, findings and supporting evidence such that the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks
<ul style="list-style-type: none"> ▪ Determine supporting evidence, logical organization, and alternative or opposing viewpoints 	<ul style="list-style-type: none"> ▪ Present information, findings, and supporting evidence such that the listeners follow the line of reasoning and the alternative or opposing perspectives.
<ul style="list-style-type: none"> ▪ Determine appropriate development, substance, and style 	

11-12.SL.5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Use digital media in presentations 	<ul style="list-style-type: none"> ▪ Use digital media in presentations
<ul style="list-style-type: none"> ▪ Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence 	<ul style="list-style-type: none"> ▪ Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence

11-12.SL.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Evaluate audience needs 	<ul style="list-style-type: none"> ▪ Evaluate audience needs
<ul style="list-style-type: none"> ▪ Adapt formality of speech to audience, situation and purpose 	<ul style="list-style-type: none"> ▪ Adapt formality of speech to audience, situation and purpose

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LANGUAGE STANDARDS

Conventions of Standard English

11-12.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Understand that usage is a matter of convention, can change over time, and is sometimes contested 	<ul style="list-style-type: none"> ▪ Resolve issues of complex or contested usage, consulting appropriate references as needed

11-12.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Observe hyphenation conventions 	<ul style="list-style-type: none"> ▪ Demonstrate command of hyphenation conventions
<ul style="list-style-type: none"> ▪ Spell correctly 	<ul style="list-style-type: none"> ▪ Spell correctly
<ul style="list-style-type: none"> ▪ Use standard English capitalization 	<ul style="list-style-type: none"> ▪ Use standard English capitalization

Knowledge of Language

11-12.L.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.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Vary syntax for effect, consulting references for guidance as needed 	<ul style="list-style-type: none"> ▪ Apply an understanding of syntax to the study of complex texts when reading
<ul style="list-style-type: none"> ▪ Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA</i>) appropriate for the discipline and writing type 	<ul style="list-style-type: none"> ▪ Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA</i>) appropriate for the discipline and writing type

Vocabulary Acquisition and Use

11-12.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases 	<ul style="list-style-type: none"> ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases

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11-12.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text 	<ul style="list-style-type: none"> ▪ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
<ul style="list-style-type: none"> ▪ Analyze nuances in the meaning of words with similar denotations 	

11-12.L.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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Skills and Knowledge	
Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ Acquire words and phrases important to comprehension or expression 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Use contextual clues in acquiring vocabulary knowledge 	<ul style="list-style-type: none"> ▪ Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression