

Grades 11-12

ELA Standards Summary

Total Reviews		885		<p align="center">Breakdown by Review Type</p> <p align="center">Suggest Changes 19%</p> <p align="center">Keep As Is 81%</p>											
Keep As Is	718	Educator	518			<table border="1"> <thead> <tr> <th colspan="2">Change Suggestions</th> </tr> </thead> <tbody> <tr> <td>Removed</td> <td>59</td> </tr> <tr> <td>Rewritten</td> <td>49</td> </tr> <tr> <td>Broken Up</td> <td>16</td> </tr> <tr> <td>Moved to a Different Level</td> <td>43</td> </tr> </tbody> </table>		Change Suggestions		Removed	59	Rewritten	49	Broken Up	16
		Change Suggestions													
		Removed	59												
		Rewritten	49												
		Broken Up	16												
		Moved to a Different Level	43												
		Elected Official	0												
		Institution or Higher Education Faculty	0												
K-12 Administrator	96														
Member of Organization	23														
Other	64														
Parent/Guardian	17														
Student	0														
Suggest Changes	167	Educator	88												
		Elected Official	0												
		Institution or Higher Education Faculty	0												
		K-12 Administrator	4												
		Member of Organization	0												
		Other	4												
		Parent/Guardian	0												
		Student	0												

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.11-12.1a	8	80%	2	20%	0	1	0	1
ELA-Literacy.L.11-12.1b	8	80%	2	20%	0	1	0	1
ELA-Literacy.L.11-12.2a	8	80%	2	20%	0	0	0	2
ELA-Literacy.L.11-12.2b	9	90%	1	10%	0	0	0	1
ELA-Literacy.L.11-12.3a	8	89%	1	11%	0	0	0	1
ELA-Literacy.L.11-12.4a	8	100%	0	0%	0	0	0	0
ELA-Literacy.L.11-12.4b	7	100%	0	0%	0	0	0	0
ELA-Literacy.L.11-12.4c	6	86%	1	14%	0	0	0	1
ELA-Literacy.L.11-12.4d	5	83%	1	17%	0	0	0	1
ELA-Literacy.L.11-12.5a	7	100%	0	0%	0	0	0	0
ELA-Literacy.L.11-12.5b	6	100%	0	0%	0	0	0	0
ELA-Literacy.L.11-12.6	9	100%	0	0%	0	0	0	0
ELA-Literacy.RI.11-12.1	12	80%	3	20%	0	1	1	1
ELA-Literacy.RI.11-12.10a	12	86%	2	14%	0	2	0	0
ELA-Literacy.RI.11-12.10b	13	93%	1	7%	0	1	0	0
ELA-Literacy.RI.11-12.2	12	92%	1	8%	0	0	0	1
ELA-Literacy.RI.11-12.3	12	92%	1	8%	0	0	0	1
ELA-Literacy.RI.11-12.4	11	73%	4	27%	0	2	2	0
ELA-Literacy.RI.11-12.5	13	100%	0	0%	0	0	0	0
ELA-Literacy.RI.11-12.6	11	85%	2	15%	0	2	0	0
ELA-Literacy.RI.11-12.7	13	100%	0	0%	0	0	0	0
ELA-Literacy.RI.11-12.8	9	82%	2	18%	0	0	0	2
ELA-Literacy.RI.11-12.9	12	92%	1	8%	0	0	0	1
ELA-Literacy.RL.11-12.1	20	95%	1	5%	0	1	0	0
ELA-Literacy.RL.11-12.10a	12	80%	3	20%	0	3	0	0
ELA-Literacy.RL.11-12.10b	13	87%	2	13%	0	2	0	0
ELA-Literacy.RL.11-12.2	16	80%	4	20%	0	2	2	0
ELA-Literacy.RL.11-12.3	11	65%	6	35%	0	3	2	1
ELA-Literacy.RL.11-12.4	11	61%	7	39%	0	4	2	1
ELA-Literacy.RL.11-12.5	12	80%	3	20%	0	2	0	1
ELA-Literacy.RL.11-12.6	13	81%	3	19%	0	1	1	1
ELA-Literacy.RL.11-12.7	13	93%	1	7%	0	0	0	1
ELA-Literacy.RL.11-12.8	1	50%	1	50%	0	0	0	1
ELA-Literacy.RL.11-12.9	11	79%	3	21%	0	2	0	1
ELA-Literacy.SL.11-12.1a	9	100%	0	0%	0	0	0	0
ELA-Literacy.SL.11-12.1b	9	100%	0	0%	0	0	0	0
ELA-Literacy.SL.11-12.1c	9	100%	0	0%	0	0	0	0
ELA-Literacy.SL.11-12.1d	9	100%	0	0%	0	0	0	0
ELA-Literacy.SL.11-12.2	7	100%	0	0%	0	0	0	0
ELA-Literacy.SL.11-12.3	7	100%	0	0%	0	0	0	0
ELA-Literacy.SL.11-12.4	7	78%	2	22%	0	1	1	0

ELA-Literacy.SL.11-12.5	8	80%	2	20%	0	1	1	0
ELA-Literacy.SL.11-12.6	8	80%	2	20%	0	1	1	0
ELA-Literacy.W.11-12.10	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.11-12.1a	9	90%	1	10%	0	0	0	1
ELA-Literacy.W.11-12.1b	9	90%	1	10%	0	0	0	1
ELA-Literacy.W.11-12.1c	9	90%	1	10%	0	0	0	1
ELA-Literacy.W.11-12.1d	9	90%	1	10%	0	0	0	1
ELA-Literacy.W.11-12.1e	8	89%	1	11%	0	0	0	1
ELA-Literacy.W.11-12.2a	7	70%	3	30%	0	1	1	1
ELA-Literacy.W.11-12.2b	7	88%	1	13%	0	0	0	1
ELA-Literacy.W.11-12.2c	7	88%	1	13%	0	0	0	1
ELA-Literacy.W.11-12.2d	7	88%	1	13%	0	0	0	1
ELA-Literacy.W.11-12.2e	7	88%	1	13%	0	0	0	1
ELA-Literacy.W.11-12.2f	6	86%	1	14%	0	0	0	1
ELA-Literacy.W.11-12.3a	8	80%	2	20%	0	0	0	2
ELA-Literacy.W.11-12.3b	8	89%	1	11%	0	0	0	1
ELA-Literacy.W.11-12.3c	7	88%	1	13%	0	0	0	1
ELA-Literacy.W.11-12.3d	7	88%	1	13%	0	0	0	1
ELA-Literacy.W.11-12.3e	7	78%	2	22%	0	1	0	1
ELA-Literacy.W.11-12.4	8	100%	0	0%	0	0	0	0
ELA-Literacy.W.11-12.5	8	100%	0	0%	0	0	0	0
ELA-Literacy.W.11-12.6	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.11-12.7	7	78%	2	22%	0	1	1	0
ELA-Literacy.W.11-12.8	5	56%	4	44%	0	2	2	0
ELA-Literacy.W.11-12.9a	6	75%	2	25%	0	1	0	1
ELA-Literacy.W.11-12.9b	6	86%	1	14%	0	0	0	1

ELA-Literacy.L.11-12.1a

I think this whole standard is not really needed. How do you teach "understanding"? I think by 11th and 12th grade, students know that usage "changes over time" and is "sometimes contested". I just don't see a purpose to this standard. "The students demonstrate standard grammatical usage" would be the best way to word this that makes the most sense.

GRAMMAR REVIEW IS ESSENTIAL IN 11TH AND 12TH GRADES.

Only clarifies the main standard and is unnecessary.

ELA-Literacy.L.11-12.1b

Again, I don't see the purpose of having this as a standard. How would a teacher put this into a lesson? This is something that would come up on as "as needed" basis (as stated in the standard). Therefore, I don't see the need for this as a standard.

Unnecessary. May as well write a standard: Students must learn how to use a dictionary and/or Thesaurus competently.

ELA-Literacy.L.11-12.2a

Choosing one mark of punctuation is arbitrary. 11th and 12th grade students should have command of all of them.

redundant

ELA-Literacy.L.11-12.2b

Redeundant

WITHOUT spell check- and no texting abbreviations in formal work.

ELA-Literacy.L.11-12.3a

Already covered in many of the previous standards.

ELA-Literacy.L.11-12.4a**ELA-Literacy.L.11-12.4b****ELA-Literacy.L.11-12.4c**

redundant

ELA-Literacy.L.11-12.4d

redundant

ELA-Literacy.L.11-12.5a**ELA-Literacy.L.11-12.5b**

Upper classmen need a lot of practice in this area.

ELA-Literacy.L.11-12.6**ELA-Literacy.RI.11-12.1**

Please explain how you would break up the standard:

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.

Clarify "where the text leaves matters uncertain."

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

Include with all literature in RL 11-12.1

Something any junior or senior in high school should be able to do across all disciplines.

ELA-Literacy.RI.11-12.10a

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently.

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

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ELA-Literacy.RI.11-12.10b

By the end of grade 12, read and comprehend BRITISH literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

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ELA-Literacy.RI.11-12.2

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Include with RL 11-12.2

ELA-Literacy.RI.11-12.3

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Include this info in RL 11-12.

ELA-Literacy.RI.11-12.4

Please explain how you would break up the standard:

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
2. 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).

Please explain how you would break up the standard:

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).

Should be two standards

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

ELA-Literacy.RI.11-12.5

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Provides opportunity for teaching rhetoric.

ELA-Literacy.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.

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 or persuasiveness of the text.

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once again "beauty of the text"???

ELA-Literacy.RI.11-12.7

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Necessary collegiate skill.

Upon graduation, students who go directly to work will need these skills.

ELA-Literacy.RI.11-12.8

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Should be in U.S. History standards, not ELA.

This standard is more appropriate to writing in History and Social Studies classes than in ELA classes.

ELA-Literacy.RI.11-12.9

Examination of rhetorical devices.

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I think this standard should be a history standard because themes, purposes, and rhetorical features of a text are already a standard in ELA.

ELA-Literacy.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. Integrate secondary source text to support the key components/analysis of the primary text to enhance/enrich argument/analysis.

Citing textual evidence requires students to prove their opinions and analysis.

clear

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It makes it clear that teachers and students must address both the implicit and explicit meaning of the text. It also emphasizes that texts are sometimes unclear or ambiguous.

Providing evidence is essential for college and career success.

Standard is specific: cite through textual evidence to support analysis both explicitly as well as inferences - the student/teacher has an opportunity to explore options outside of the text itself - and apply those options to real life experiences.

Students must be able to justify their claims -- especially with inferences.

Students need to be able to support what they say from the text. They need to know how to use textual evidence to make logical arguments and to explain why they have come to the conclusions they have.

Students should be able to support opinions about a text with evidence from the text by grades 11 or 12. Textual support is a basic skill for writing in any subject in higher education.

ELA-Literacy.RL.11-12.10a

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.

If the reading level is determined by Lexile level alone, this needs to be amended. Lexile level alone does not denote appropriateness of content and comprehension. For example, although *Of Mice and Men* is relative to a Lexile level of a 7th grader, the thematic content and overall depth analysis of the work suggest it should be used at a much higher grade level.

The language of the standard itself isn't the issue as much as the concern for that CCR band proficiency is being determined, which in this case, negates my support of the standard.

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

By the end of grade 11, read and comprehend U.S. literature, including stories, dramas, and poems, IN A CHRONOLOGICAL FORMAT, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Of course they should be able to read at an 11th grade level by the end of the 11th grade!

ELA-Literacy.RL.11-12.10b

By the end of grade 12, read and comprehend BRITISH literature, including stories, dramas, and poems, IN A CHRONOLOGICAL ORDER, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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.

If Lexile level alone is the only defining factor of what CCR text complexity is, I do not agree with the standard. Not all lexile abilities denote the true grade level appropriateness of a work of literature.

absolutely!

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Students must be competent in reading and comprehension to be successful in higher education.

ELA-Literacy.RL.11-12.2

Please explain how you would break up the standard: An objective summary of the text should be separate than analyzing the development of the theme(s). The objective summary is recall whereas the application and development of theme is analytical.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Please explain how you would break up the standard:

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Theme and central idea are not the same thing. If teachers were to use these terms interchangeably, I believe that it will confuse students. The standard should be rewritten into two standards as follows: 1) 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 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 produce a complex account. Also, I'm not sure that the phrase "central idea" should even be used in reference to literature as it applies more to informational text. Also, what is the purpose of the words "provide an objective summary of the text". It is not clear how this part of the standard is intended to work with the first part of the standard.

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Students should be able to determine the theme and/or thesis of any text by 11th or 12th grade.

writing of standard is clear.

ELA-Literacy.RL.11-12.3

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).

Edit the standard to include specific vocabulary of literary terms (setting, point of view, plot structure, characterization, etc.) The students are expected to know the terminology, so the standards should be composed using the same terminology.

Please explain how you would break up the standard: Place character analysis separately because of level of analysis that can take place with characterization.

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).

Please explain how you would break up the standard:

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).

The word "impact" is vague and should offer specifics.

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

Standard 11-12.2 can cover this information

ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Instead of impact, analyze the effect(s)

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.

Please explain how you would break up the standard: Place the analyzing of specific word choices on meaning and tone, etc. as a separate standard.

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.

Please explain how you would break up the standard:

The standard should be in two parts because analyzing meaning and tone is a complex skill that can only develop once word meaning as been determined.

1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
2. 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.

except for "fresh, engaging, and beautiful" ???

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This standard implies that the student will appreciate the written word as a form of "art" appreciation; this value cannot necessarily be measured. To analyze the text as "fresh, engaging, or beautiful" connects to opinion; there is no "standard" of what makes a specific writing "beautiful;" to define what type of language and works of literature are "fresh, engaging, or beautiful" is in violation of what can even be appreciated as "art."

Meanings of words and phrases for figurative and connotative meanings can be tangibly determined. To analyze the impact of word choice on meaning and tone can be done, but the other part of the standard is opinion driven.

ELA-Literacy.RL.11-12.5

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.

"aesthetic impact" is too vague to be considered part of a standard; aesthetic impact in what terms? This seems to not be something that can be explicitly "measured."

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.

Again, "aesthetic impact" is vague. Be clear in what is expected

Essential for developing voice.

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The standard is based on conjecture and opinions and is therefore, difficult to test.

ELA-Literacy.RL.11-12.6

Please explain how you would break up the standard:

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).

Satire

Sarcasm

Etc

Individual so students learn all

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Possible deletion of this standard IF satire, sarcasm, etc. is already covered in another standard (I have not looked at all of them yet).

This is a critical concept that was often overlooked in previous standards but necessary in order for students to recognize author motivation for writing.

ELA-Literacy.RL.11-12.7

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This standard calls for conjecture/opinion based responses that can be covered under 11-12.1-textual support/evidence.

ELA-Literacy.RL.11-12.8

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If not applicable-delete it.

ELA-Literacy.RL.11-12.9

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.

American Literature is covered in 11th grade. 12th grade literature is British literature; the standard should include both divisions.

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.

Unclear. Offer more specific wording as to what is expected.

11th grade only. 12th should focus on World Literature.

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Information can be covered under textual support/evidence 11-12.1.

Would help my AP History students tremendously!

ELA-Literacy.SL.11-12.1a

Teachers will need authority and a rubric to be able to legally evaluate students on this.

ELA-Literacy.SL.11-12.1b

These are all relative grading areas and subject to a human's idea of what civil and democratic etc. mean. This could lead to heavy teacher criticism if the student is evaluated low on this standard.

ELA-Literacy.SL.11-12.1c

How will a teacher legally grade this? This is relative to a person's opinion of what the student does. It can be a he said/she said debate over a grade. Nothing concrete to grade here.

ELA-Literacy.SL.11-12.1d

Relative grading standards...all of these are a matter of opinion. What is "thoughtful" at one school may be "below average" at another school. What does this look like?

ELA-Literacy.SL.11-12.2

How is it graded?

ELA-Literacy.SL.11-12.3

ELA-Literacy.SL.11-12.4

The second part of the standard is more related to the development/writing of the presentation. The first part is related to the presentation of information. The second part should be moved closer to standards related to the development of the student presentation.

1. 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,
2. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELA-Literacy.SL.11-12.5

Please explain how you would break up the standard:

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.

Textual

Graphical

Each one

What if my school does not have technology for students to use, and my students do not have technology at home?

Some schools are limited on technology. Students have to be taught how to do this.

ELA-Literacy.SL.11-12.6

Please explain how you would break up the standard:

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

For all high school subjects.what does formal English mean? Which contexts? Which tasks? Get specific.

Our students must have a competent command of standard English when they graduate high school. This competency will propel them to success in writing for employers or in higher education.

ELA-Literacy.W.11-12.10

It is generic enough to apply to all writing in and out of the classroom.

ELA-Literacy.W.11-12.1a

Combine all of these .a, .b, etc into the main standard. Teaching this information when writing arguments is counter-intuitive.

ELA-Literacy.W.11-12.1b

See .a

ELA-Literacy.W.11-12.1c

See.a

ELA-Literacy.W.11-12.1d

See comments .a

ELA-Literacy.W.11-12.1e

See comments .a

ELA-Literacy.W.11-12.2a

Please explain how you would break up the standard:

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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

The technology component should be in a different standard.

Combine all this information into the main standard for brevity and clarity.

ELA-Literacy.W.11-12.2b

See comments .a

ELA-Literacy.W.11-12.2c

See comments.a

ELA-Literacy.W.11-12.2d

Hopefully this standard is at every grade level starting in middle school.

See comments .a

ELA-Literacy.W.11-12.2e

See comments .a

ELA-Literacy.W.11-12.2f

See comments .a Combining the 2.a-f into the main standard will provide brevity and clarity to enable students, parents and educators understand what is being assessed in the standard.

ELA-Literacy.W.11-12.3a

Redundant- only clarifies main standard 11-12.3

Too confusing. . . don't have time to rewrite it.

ELA-Literacy.W.11-12.3b

redundant

ELA-Literacy.W.11-12.3c

redundant

ELA-Literacy.W.11-12.3d

Redundant - all this is more appropriate language for the assessment rubric.

ELA-Literacy.W.11-12.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, significant or resolved over the course of the narrative.

redundant

ELA-Literacy.W.11-12.4

ELA-Literacy.W.11-12.5

ELA-Literacy.W.11-12.6

Please have districts allow safe forms of internet publications as many great resources are blocked.

ELA-Literacy.W.11-12.7

Please explain how you would break up the standard:

Each part of this standard should be a separate standard.

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

ELA-Literacy.W.11-12.8

Please explain how you would break up the standard:

Each of these parts should be a separate standard.

- 1) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
- 2) assess the strengths and limitations of each source in terms of the task, purpose, and audience
- 3) integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation

Please explain how you would break up the standard:

Gather relevant information from multiple authoritative print and digital sources.

Using advanced searches effectively; assessing the strengths and limitations of each source in terms of the task, purpose, and audience.

Integrate information into the text selectively in order to effectively maintain the flow of ideas.

Avoid plagiarism and over reliance on any one source; while following a standard format for citation.

ELA-Literacy.W.11-12.9a

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics”).

Include 21st century texts as well.

Unnecessary since this information is covered in other standards.

ELA-Literacy.W.11-12.9b

Unnecessary. This information is covered in another standard