



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<b>RL.11-12.1</b> Cite strong, thorough, and relevant 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.	<b>LC.RL.11-12.1a</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. <b>LC.RL.11-12.1b</b> Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. <b>LC.RL.11-12.1c</b> Use evidence to support conclusions about ideas not explicitly stated in the text.
<b>RL.11-12.2</b> 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.	<b>LC.RL.11-12.2a</b> Determine two or more themes or central ideas of an adapted grade-level text. <b>LC.RL.11-12.2b</b> Determine how the theme develops. <b>LC.RL.11-12.2c</b> Provide/create an objective summary of a text.
<b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama , including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.	<b>LC.RL.11-12.3a</b> Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements. <b>LC.RL.11-12.3b</b> Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>RL.11-12.4</b> 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.	<b>LC.RL.11-12.4</b> Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
<b>RL.11-12.5</b> 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.	<b>LC.RL.11-12.5</b> 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.



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<b>RL.11-12.6</b> 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).	<b>LC.RL.11-12.6a</b> Define satire, sarcasm, irony. <b>LC.RL.11-12.6b</b> Differentiate from what is directly stated in a text from what is meant.
<b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<b>LC.RL.11-12.7</b> Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.
<b>RL.11-12.8</b> (Not applicable to literature) <sup>1</sup>	
<b>RL.11-12.9</b> Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics.	<b>LC.RL.11-12.9</b> Demonstrate knowledge of foundational words of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics (e.g., historical reflection, social, morals).
<b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary 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 –workplace/postsecondary text complexity band independently and proficiently.	<b>LC.RL.11-12.10a</b> Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction. <b>LC.RL.11-12.10b</b> Independently read challenging grade-level literary texts. <b>LC.RL.11-12.10c</b> Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
<b>RI.11-12.1</b> Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences	<b>LC.RI.11-12.1a</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.

<sup>1</sup> Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
drawn from the text, including determining where the text leaves matters uncertain.	<b>LC.RI.11-12.1a</b> Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
<b>RI.11-12.2</b> 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.	<b>LC.RI.11-12.2a</b> Determine two or more central ideas of a text. <b>LC.RI.11-12.2b</b> Determine how the central ideas develop. <b>LC.RI.11-12.2c</b> Determine how key details support the development of the central idea of a text. <b>LC.RI.11-12.2d</b> Create an objective summary of a text.
<b>RI.11-12.3</b> 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.	<b>LC.RI.11-12.3a</b> Analyze key points throughout a text to determine the organizational pattern or text structure. <b>LC.RI.11-12.3b</b> 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.
<b>RI.11-12.4</b> 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 <i>faction</i> in <i>Federalist No. 10</i> ).	<b>LC.RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
<b>RI.11-12.5</b> 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.	<b>LC.RI.11-12.5a</b> Analyze the structure an author uses in his or her exposition or argument. <b>LC.RI.11-12.5b</b> Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
<b>RI.11-12.6</b> Determine an author’s point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student interpretation of power, persuasiveness, or beauty of the text.	<b>LC.RI.11-12.6a</b> Determine the author's point of view or purpose in a text. <b>LC.RI.11-12.6b</b> Determine what arguments the author makes.



## Grade 11-12 English Language Arts

Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
	<p><b>LC.RI.11-12.6c</b> Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.</p> <p><b>LC.RI.11-12.6d</b> Develop and explain ideas for why authors made specific word choices within text.</p>
<p><b>RI.11-12.7</b> 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.</p>	<p><b>LC.RI.11-12.7</b> 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.</p>
<p><b>RI.11-12.8</b> 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p><b>LC.RI.11-12.8a</b> Identify claims made by the author as being fact or opinion.</p> <p><b>LC.RI.11-12.8b</b> Distinguish reliable sources from non-reliable.</p> <p><b>LC.RI.11-12.8c</b> Evaluate the premises, purposes, argument that the author makes.</p> <p><b>LC.RI.11-12.8d</b> Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</p> <p><b>LC.RI.11-12.8e</b> Assess the validity of the premises, purposes, arguments across texts on related topics.</p>
<p><b>RI.11-12.9</b> Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><b>LC.RI.11-12.9a</b> Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail).</p> <p><b>LC.RI.11-12.9b</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), address similar central ideas.</p>
<p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–workplace/postsecondary text complexity</p>	<p><b>LC.RI.11-12.10a</b> Read or be read to a variety of informational texts or adapted texts.</p>



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p>band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–workplace/postsecondary text complexity band independently and proficiently.</p>	<p><b>LC.RI.11-12.10b</b> Independently read challenging grade-level informational texts.</p> <p><b>LC.RI.11-12.10c</b> Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>
<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</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 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p><b>LC.W.11-12.1a</b> Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p><b>LC.W.11-12.1b</b> Use context or related text to establish the significance of the claim(s).</p> <p><b>LC.W.11-12.1c</b> Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p><b>LC.W.11-12.1d</b> Create an organizational structure for a permanent product which logically sequences claim(s), counterclaims, reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion).</p> <p><b>LC.W.11-12.1e</b> Select the most relevant evidence for claim(s) and counterclaim(s).</p> <p><b>LC.W.11-12.1f</b> Develop clear claim(s) with the most relevant evidence for a topic or text.</p> <p><b>LC.W.11-12.1g</b> Use words, phrases, and clauses to create cohesion.</p> <p><b>LC.W.11-12.1h</b> Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> <p><b>LC.W.11-12.1i</b> Maintain a consistent style and voice.</p> <p><b>LC.W.11-12.1j</b> Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</p>



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p><b>W.11-12.2</b> 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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. 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>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide 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).</li> </ul>	<p><b>LC.W.11-12.2a</b> Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.</p> <p><b>LC.W.11-12.2b</b> Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.</p> <p><b>LC.W.11-12.2c</b> Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</p> <p><b>LC.W.11-12.2d</b> Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p> <p><b>LC.W.11-12.2e</b> Use precise language, domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>LC.W.11-12.2f</b> Maintain a consistent style and voice.</p> <p><b>LC.W.11-12.2g</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. 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</li> </ul>	<p><b>LC.W.11-12.3a</b> Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.</p> <p><b>LC.W.9-10.3b</b> Use a variety of techniques to sequence events so they build on one another to create a smooth progression of experiences or</p>



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p>characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters.</p> <p>e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>events and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).</p> <p><b>LC.W.11-12.3c</b> Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.</p> <p><b>LC.W.11-12.3d</b> Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how character has changed perspectives).</p> <p><b>LC.W.11-12.3e</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>LC.W.11-12.3f</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>LC.W.11-12.4</b> Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).</p>
<p><b>W.11-12.5</b> 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.</p>	<p><b>LC.W.11-12.5a</b> Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.</p> <p><b>LC.W.11-12.5b</b> Strengthen writing by revising and editing (e.g., review a permanent product, strengthen an argument by finding relevant evidence as support, use hyphens correctly).</p>
<p><b>W.11-12.6</b> 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.</p>	<p><b>LC.W.11-12.6</b> Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).</p>



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p><b>W.11-12.7</b> 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.</p>	<p><b>LC.W.11-12.7</b> Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>
<p><b>W.11-12.8</b> Gather relevant information from multiple authoritative 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. (e.g., <i>MLA Handbook</i>, <i>Publication Manual of the American Psychological Association</i>).</p>	<p><b>LC.W.11-12.8a</b> Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.  <b>LC.W.11-12.8b</b> Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into permanent products while avoiding plagiarism.  <b>LC.W.11-12.8c</b> Use a standard format to write citations.  <b>LC.W.11-12.8d</b> Provide a bibliography for sources that contributed to the creation of a permanent product.</p>
<p><b>W.11-12.9</b> Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. and world 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.</li> </ul>	<p><b>LC.W.11-12.9</b> Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p>





Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p><b>W.11-12.10</b> 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.</p>	<p>No Louisiana Connectors written for this standard</p>
<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>	<p><b>LC.SL.11-12.1a</b> Work with peers to promote democratic discussions.  <b>LC.SL.11-12.1b</b> Actively seek the ideas or opinions of others in a discussion on a given topic or text.  <b>LC.SL.11-12.1c</b> Consider a full range of ideas or positions on a given topic or text when presented in a discussion.  <b>LC.SL.11-12.1d</b> Engage appropriately in discussion with others who have a diverse or divergent perspectives.  <b>LC.SL.11-12.1e</b> Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text  <b>LC.SL.11-12.1f</b> Summarize points of agreement and disagreement within a discussion on a given topic or text.  <b>LC.SL.11-12.1g</b> Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p>
<p><b>SL.11-12.2</b> 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</p>	<p><b>LC.SL.11-12.2</b> Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
credibility and accuracy of each source and noting any discrepancies among the data.	
<b>SL.11-12.3</b> 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.	<p><b>LC.SL.11-12.3a</b> Determine the speaker's point of view or purpose in a text.</p> <p><b>LC.SL.11-12.3b</b> Determine what arguments the speaker makes.</p> <p><b>LC.SL.11-12.3c</b> Evaluate the evidence used to make the speaker's argument.</p> <p><b>LC.SL.11-12.3d</b> Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.</p>
<b>SL.11-12.4</b> Present information, findings, and supporting evidence, while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.	<b>LC.SL.11-12.4</b> Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.
<b>SL.11-12.5</b> 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.	<b>LC.SL.11-12.5</b> Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<b>SL.11-12.6</b> Adapt speech to a variety of contexts, audiences, and tasks, demonstrating a command of formal English when indicated or appropriate.	No Louisiana Connectors written for this standard
<b>L.11-12.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	No Louisiana Connectors written for this standard



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	
<p><b>L.11-12.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p><b>LC.L.11-12.2a</b> Use hyphenation conventions.</p> <p><b>LC.L.11-12.2b</b> Spell correctly.</p>
<p><b>L.11-12.3</b> 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.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>LC.L.11-12.3a</b> Create and edit permanent products to conform to guidelines in a style manual.</p> <p><b>LC.L.11-12.3b</b> Vary syntax within writing for effect.</p>
<p><b>L.11-12.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its</p>	<p><b>LC.L.11-12.4a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>LC.L.11-12.4b</b> Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p><b>LC.L.11-12.4c</b> Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p><b>LC.L.11-12.4d</b> Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p>



Grades 11 and 12 English Language Arts	
Louisiana Student Standard	Louisiana Connectors (LC)
<p>precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>LC.L.11-12.4e</b> Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>
<p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>LC.L.11-12.5a</b> Identify hyperbole in a text.</p> <p><b>LC.L.11-12.5b</b> Interpret how literary devices advance the plot or affect the tone or pacing of a text.</p> <p><b>LC.L.11-12.5c</b> Interpret figures of speech in context.</p> <p><b>LC.L.11-12.5d</b> Explain differences or changes in the meaning of words with similar denotations.</p>
<p><b>L.11-12.6</b> 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.</p>	<p><b>LC.L.11-12.6a</b> Use general academic and domain-specific words and phrases accurately.</p> <p><b>LC.L.11-12.6b</b> Use newly acquired domain-specific words and phrases accurately.</p>