

Louisiana Curriculum Matrix for English Language Arts

Standards/ Grade-Level Expectations Benchmark References Grade 11-12	Common Core English Language Arts Standards Strands/CCRS/CCSS Grade 11-12	National Essential Skills Study (NESS) Rankings Rank		NESS	Grad. Exit Exam	Priority
<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> • analysis of an author’s word choice • use of related forms of words • analysis of analogous statements (ELA-1-H1) 	<p><u>Reading Standards for Literature</u> Craft and Structure</p> <p>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 as well as other authors.)</p> <p><u>Reading Standards for Informational Text</u> Craft and Structure</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><u>Language Standards</u> Vocabulary Acquisition and Use</p> <p>4. 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>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.</p>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H

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<p>2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:</p> <ul style="list-style-type: none"> • apostrophes • rhetorical questions • metaphysical conceits • implicit metaphors (metonymy and synecdoche) (ELA-1-H2) 	<p><u>Reading Standards for Literature</u> Craft and Structure</p> <p>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 as well as other authors.)</p> <p><u>Reading Standards for Informational Text</u> Craft and Structure</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>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, persuasiveness, or beauty of the text.</p>	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	M	H	H

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3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including: <ul style="list-style-type: none"> • fiction/nonfiction • drama/poetry • public documents • film/visual texts • debates/speeches (ELA-1-H3) 	<p style="text-align: center;"><u>Reading Standards for Literature</u> Key Ideas and Details</p> 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. <p style="text-align: center;"><u>Reading Standards for Informational Text</u> Key Ideas and Details</p> 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.	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H
		E34	Summarize essential information from a variety of oral sources such as speeches, plays, commercials, and political debates.			
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)	<p style="text-align: center;"><u>Reading Standards for Literature</u> Integration of Knowledge and Ideas</p> 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.	E41	Assess the significance and importance of themes in literary text.	L	H	M