This document merges two DESE documents: the Grades 11-12 portion of the [English Language Arts 6-12 Missouri Learning Standards](#) and [MLS Expectations Terminology 6-12](#). (Updated 6/2020)

	MLS Expectation	Explanation	Example

Reading Literary Text

Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference

| 11-12.RL.1.A | Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. | Draw Conclusions vs. Infer
As presented in the expectations listed, to infer means to use inferential thinking to
1. make logical assumptions about information not directly stated in text;
2. draw logical conclusions supported by textual evidence;
3. make logical predictions based on the textual evidence.

The relationship between "infer" and "draw a conclusion" is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.

Difficult inferences may occur for any of the following reasons: supporting | Draw Conclusions vs. Infer
After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either "yes" or "no."

After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea. |

		evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption. Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption. **Citing Textual Evidence** Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)	After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion). **Citing Textual Evidence** Student response citing textual evidence: *I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.*
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
11-12.RL.1.B	Determine the meaning of words and phrases as they are used in the text,	Figurative Language	

Updated 6/2020

	including figurative and connotative meanings using context, affixes or reference materials.	*(In the [ELA K-5 MLS](#), see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)*	

Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features

11-12.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.	Visual Elements of a Text Literary text example: A graphic novel, such as *Maus* by Art Spiegelman, utilizes both written language and drawings (visual elements) to communicate its message and develop character.

Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Theme

11-12.RL.1.D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text and relate the themes to human nature and the world; provide an objective and concise summary of the text.		

Analyze Craft and Structure (Approaching Texts as a Writer): Structure			
11-12.RL.2.A	Analyze how an author's choices concerning how to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	**Text's Form/Structure** The internal organization of literary or informational texts. Literary texts typically have literary elements such as characters, setting, problem/solution and plot that are organized to allow the series of events to unfold in a dramatic way. Events may unfold in sequence, or events may be presented out of order via the use of flashbacks or visionary experiences. **Aesthetic Impact** Aesthetic impact of a text lies in its ability to stimulate the senses or emotions of readers or viewers. Varied techniques are used by writers/creators to ensure the work is perceived in a pleasing or, in some cases, displeasing way.	**Text's Form/Structure** Literary text example: John Steinbeck's *The Grapes of Wrath* employs a structure in which narrative and descriptive chapters alternate, the descriptive chapters providing context for the narrative of the Joad family. **Aesthetic Impact** When discussing the aesthetic impact of a poem, one might describe its pleasing sounds, as opposed to its symbolic depth. When describing the aesthetic impact of an article, one might describe how the creative use of graphics makes reading the article a pleasant experience.
Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
11-12.RL.2.B	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	**Point of View (as Perspective)** *Note: Missouri testing precedent shows that the term* point of view *is used synonymously with the term* perspective.	**Point of View (as Perspective)** Literary text example: In *To Kill a Mockingbird*, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and

		In literary text, point of view/perspective is how the narrator perceives what is happening in the story.	actions of many of the adults who inhabit the small Alabama town of Maycomb.

Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning

11-12.RL.2.C	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.	Aesthetic Impact Aesthetic impact of a text lies in its ability to stimulate the senses or emotions of readers or viewers. Varied techniques are used by writers/creators to ensure the work is perceived in a pleasing or, in some cases, displeasing way.	Aesthetic Impact A writer's decision to repeat a specific word or to use a series of deliberate sentence fragments can call the reader's attention to specific ideas, leading to either a pleasing or displeasing emotional effect.

5

Analyze Craft and Structure (Approaching Texts as a Writer): Interaction and Meaning

11-12.RL.2.D	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Text in Forms

11-12.RL.3.A	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers. *Note: Use of the term* artistic *does not limit the medium to what one might*	Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, paintings, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film

		typically view as art: paintings, sculptures, etc. This term refers to any medium of communication (see examples in column at right).	will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships in Texts

11-12.RL.3.B	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context

11-12.RL.3.C	Evaluate how an author's work reflects his or her historical/cultural perspective.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension

11-12.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.		

Reading Informational Text

Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference

11-12.RI.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what	Draw Conclusions vs. Infer	Draw Conclusions vs. Infer After reading a story about a high school football player, students were

| | the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. | As presented in the expectations listed, to infer means to use inferential thinking to

    4. make logical assumptions about information not directly stated in text;
    5. draw logical conclusions supported by textual evidence;
    6. make logical predictions based on the textual evidence.

The relationship between "infer" and "draw a conclusion" is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.

Difficult inferences may occur for any of the following reasons: supporting evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.

Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present | asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either "yes" or "no."

After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.

After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion). |

7 _____

		within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption. Citing Textual Evidence Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)	Citing Textual Evidence Student response citing textual evidence: *I think the central idea of the article is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.*
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
11-12.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and content-specific meanings using context, affixes or reference materials.	Figurative Language *(In the* ELA K-5 MLS*, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)*	
Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features			

8

11-12.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole. Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.	Visual Elements of a Text Informational text example: Magazines, such as *National Geographic*, often contain photos and charts to enhance or supplement the information in the articles. Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).
Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Claim			
11-12.RI.1.D	Explain two or more central/main ideas in a text, analyze their development throughout the text and		

9 _____

	relate the central ideas to human nature and the world; provide an objective and concise summary of the text.		

Analyze Craft and Structure (Approaching Texts as a Writer): Structure

| 11-12.RI.2.A | Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact. | **Text's Form/Structure** The internal organization of literary or informational texts. Authors of informational texts use a structure that best conveys information or ideas. A nonfiction text can have one overall text structure or several different text structures. Examples of types of text structure include sequential, problem/solution, cause/effect, description, compare/contrast and classification. **Aesthetic Impact** Aesthetic impact of a text lies in its ability to stimulate the senses or emotions of readers or viewers. Varied techniques are used by writers/creators to ensure the work is perceived in a pleasing or, in some cases, displeasing way. | **Text's Form/Structure** Informational text example: A social studies textbook chapter may be written in chronological order but may contain a paragraph that explains a cause-and-effect relationship within that chronology. **Aesthetic Impact** When discussing the aesthetic impact of a poem, one might describe its pleasing sounds, as opposed to its symbolic depth. When describing the aesthetic impact of an article, one might describe how the creative use of graphics makes reading the article a pleasant experience. |

Analyze Craft and Structure (Approaching Texts as a Writer): Point of View

11-12.RI.2.B	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.	Point of View (as Perspective) Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.	Point of View (as Perspective) Informational text example: Susan Cain, in her book Quiet, champions the important role introverts play in a society that increasingly values collaboration among extroverts.
Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning			
11-12.RI.2.C	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.		
Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence			
11-12.RI.2.D	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Texts/Forms			
11-12.RI.3.A	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers. Note: Use of the term artistic does not limit the medium to what one might typically view as art: paintings, sculptures, etc. This term refers to any	Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the

		medium of communication (see examples in column at right).	reader interacts with each text and the different production techniques that are present in each medium).
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships/Texts			
11-12.RI.3.B	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context			
11-12.RI.3.C	Evaluate how an author's work reflects his or her historical/cultural perspective.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension			
11-12.RI.3.D	Read and comprehend informational text independently and proficiently.		

Writing

Approaching the Task as a Researcher: Research

11-12.W.1.A	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	Credibility The accuracy, reliability and trustworthiness of sources.	Credibility A student searching for an anecdotal example to use as an introduction for an expository essay on foster care and adoption could find credible examples in magazine and newspaper articles that have been vetted by databases (SIRS, EBSCO, CQ Researcher, etc.). On the other hand, compelling anecdotes that appear on an online blog may or may not be true; their credibility is questionable.
	b. 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.	Integrate Information Effectively combine and organize relevant information from multiple sources to develop a topic, answer a question or prove a point. Standard Citation System Means for providing consistent, formal references to sources.	Integrate Information A student wants to make the point that climate change is caused by using fossil fuels; the student combines critical pieces of relevant information from three different sources to support the claim. Standard Citation System The most common citation systems are American Psychological Association (APA), Modern Language Association (MLA), Chicago Manual of Style (CMOS/Chicago) and Turabian. It is not necessary for students to *memorize* a specific style (MLA, APA, etc.); students should instead know

			how to *use* whichever style manual/guide is required for a particular research assignment.
		Advanced Searches Skilled research or inquiry done accurately, effectively and at a high level of sophistication. Researchers use discretionary techniques and digital tools to filter the sources they choose to examine based on specific search criteria.	**Advanced Searches** A researcher may filter sources using discretionary techniques such as keywords or phrases, author, publication date, reading level, website credibility, etc. A highly effective researcher utilizes techniques that have the potential to yield the most relevant, credible information.
		Standard Format for Citation Citation formats or styles differ mostly in the location, order and syntax of information about references. There are two major divisions within most citation styles**: documentary-note style** and **parenthetical style**. **Documentary-note style** involves using either footnotes or endnotes so that information about sources is readily available to readers but does not interfere with their reading of the work. **Parenthetical style** is generally considered an abbreviated form of citation and does not require footnotes or endnotes. Source information is provided within the written text, and a "Works Cited"	**Standard Format for Citation** Sample parenthetical style within the written text: Professor Scott asserts that "environmental reform in Alaska in the 1970s accelerated rapidly with the pipeline expansion" (Scott 23).

		page is located at the end of the paper.	
Approaching the Task as a Writer: Development			
11-12.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository and argumentative writing techniques.	Writing Process Steps taken to compose and publish a piece of writing. Voice The distinctive style or manner of expression developed through choices in diction, syntax, literary techniques, etc. that conveys the writer's/speaker's attitude (tone) or personality. Blend Combine techniques of narrative, expository and/or argumentative writing within a single piece of writing.	Writing Process Possible writing process: 1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing Voice In his "I Have a Dream" speech, Dr. Martin Luther King, Jr., uses extended metaphor to create a tone of urgent hope: "We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice." Blend Within an argumentative essay, a student might choose to write an anecdotal hook as an introduction (narrative) and include well-developed informative paragraphs as evidence (expository).

Approaching the Task as a Reader: Revise and Edit

11-12.W.3.A	Review, revise and edit writing with consideration for the task, purpose and audience.
	
	  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
	
	  b. Word choice, syntax and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance to reader's understanding of the text.
	
	  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
	
	  d. Use a variety of appropriate transitions to clarify relationships, connect ideas
		Conventions of Standard English *(See Language strand in K-5 expectations for delineation of which conventions are taught at each grade level; conventions taught during grades 6-12 should expand upon what was taught during grades K-5.)*	

	and claims, and signal time shifts. e. 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.		

Speaking and Listening

Collaborating: Conversation

11-12.SL.1.A	Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.		

Collaborating: Questioning

11-12.SL.1.B	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, stance and evidence in order to 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.		

Collaborating: Viewpoints of Others

11-12.SL.1.C	Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Diverse Media *Diverse media* in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions or performances as well as video or auditory recordings.	Diverse Media A student listens to a recorded excerpt of a debate between presidential candidates followed by watching an excerpt from a televised newscast about the debate. Based on what the student heard in the sound recording of the debate and the newscast about the debate, the student listens for media bias in the newscast.

Presenting: Verbal Delivery

11-12.SL.2.A	Speak audibly and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch and pace to consistently engage listeners.	Conventions of Language as Appropriate to Task Conventions of language when speaking means a standard way to express oneself in a manner that meets people's expectations and helps ensure spoken utterances are received and understood. Observing standard conventions of language when speaking includes proper grammar, usage and sentence construction. Conventions of language are critical to ensure the spoken message conveys the same as what the listener understands. Note: There	Conventions of Language as Appropriate to Task We commonly agree that in most cases a "sentence" in speaking consists of a complete thought and that it will have certain parts (at minimum a subject and a verb). The choice of whether to speak using a particular dialect, to include slang or jargon or to strictly adhere to conventions of standard English should be considered based on the audience and purpose/task. For example, the President of the United States would use formal conventions

			are times when standard conventions might be deliberately ignored to bring about a desired effect or better address the needs of the audience.	when addressing Congress but would use more relaxed conventions when addressing voters at a casual campaign event.
Presenting: Nonverbal				
11-12.SL.2.B	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.			
Presenting: Multimedia				
11-12.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.			