**English *Standards of Learning* Instructional Log for Grade 11**

**2021-2022 School Year**

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

| **Strand** | ***Standard of Learning*** | **Skills covered sufficiently during 2020-2021** | **Not yet sufficiently covered** | **Subsequent Grade/Course****Connections where skill scaffolding may be necessary** | **Comments** |
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| **Communication & Multimodal Literacies**  | **11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.** |  |  | **12.1** |  |
| a) Select and effectively use multimodal tools to design and develop presentation content.  |  |  | 12.1a |  |
| b) Credit information sources. |  |  | 12.1b |  |
| c) Demonstrate the ability to work collaboratively with diverse teams.  |  |  | 12.1c |  |
| d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. |  |  | 12.1d |  |
| e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. |  |  | 12.1f |  |
| f) Anticipate and address alternative or opposing perspectives and counterclaims. |  |  | 12.1d |  |
| g) Evaluate the various techniques used to construct arguments in multimodal presentations.  |  |  | 12.1a, d |  |
| h) Use vocabulary appropriate to the topic, audience, and purpose. |  |  | 12.1 |  |
| i) Evaluate effectiveness of multimodal presentations.  |  |  | 12.1g |  |
| **11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.** |  |  | **12.2** |  |
| a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.  |  |  | 12.2a |  |
| b) Create media messages with a specific point of view.  |  |  | 12.2 |  |
| c) Evaluate media sources for relationships between intent and content. |  |  | 12.2b |  |
| d) Analyze the impact of selected media formats on meaning.  |  |  | N 12.2 b-f |  |
| e) Determine the author’s purpose and intended effect on the audience for media messages.  |  |  | 12.2e |  |
| f) Manage, analyze, and synthesize multiple streams of simultaneous information.  |  |  | 12.2f |  |
| g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.  |  |  | 12.2g |  |
| **Reading** | **11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.** |  |  | **12.3** |  |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. |  |  | 12.3a |  |
| b) Use context, structure, and connotations to determine meanings of words and phrases. |  |  | 12.3b |  |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. |  |  | 12.3c |  |
| d) Explain the meaning of common idioms. |  |  | 12.3d |  |
| e) Explain the meaning of literary and classical allusions and figurative language in text. |  |  | 12.3d |  |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.  |  |  | 12.3e |  |
| **11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.** |  |  | **12.4** |  |
| a) Describe contributions of different cultures to the development of American literature. |  |  |  |  |
| b) Compare and contrast the development of American literature in its historical context. |  |  |  |  |
| c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. |  |  |  |  |
| d) Interpret the social or cultural function of American literature. |  |  |  |  |
| e) Analyze how context and language structures convey an author’s intent and viewpoint.  |  |  | 12.4 |  |
| f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts . |  |  | 12.4b |  |
| g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. |  |  | 12.4e |  |
| h) Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose. |  |  | 12.4 |  |
| i) Analyze the use of dramatic conventions in American literature. |  |  | 12.4g |  |
| j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).  |  |  | 12.4h |  |
| k) Compare/contrast literary and informational nonfiction texts. |  |  | 12.4c |  |
| **11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.** |  |  | **12.5** |  |
| a) Apply information from texts to clarify understanding of concepts. |  |  | 12.5b |  |
| b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission. |  |  |  |  |
| c) Analyze technical writing for clarity. |  |  |  |  |
| d) Paraphrase and synthesize ideas within and between texts. |  |  | 12.5 |  |
| e) Draw conclusions and make inferences on explicit and implied information using textual support. |  |  | 12.5 |  |
| f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. |  |  | 12.5c |  |
| g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. |  |  | 12.5e |  |
| h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.  |  |  | 12.5d |  |
| i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).  |  |  | 12.5a |  |
| **Writing**  | **11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.** |  |  | **12.6** |  |
| a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.  |  |  | 12.6a |  |
| b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.  |  |  | 12.6b |  |
| c) Organize claims, counterclaims, and evidence in a sustained and logical sequence. |  |  | 12.6c |  |
| d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. |  |  | 12.6e |  |
| e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.  |  |  | 12.6f |  |
| f) Blend multiple forms of writing including embedding narratives to produce effective essays.  |  |  | 12.6d |  |
| g) Revise writing for clarity of content, accuracy and depth of information. |  |  | 12.6g |  |
| h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.  |  |  | 12.6h |  |
| **11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.** |  |  | **12.7** |  |
| a) Use complex sentence structure to infuse sentence variety in writing. |  |  | 12.7a |  |
| b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety. |  |  | 12.7a, b |  |
| c) Distinguish between active and passive voice.  |  |  | 12.7b |  |
| **Research** | **11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.** |  |  | **12.8** |  |
| a) Critically evaluate quality, accuracy, and validity of information. |  |  | 12.8c |  |
| b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. |  |  | 12.8b |  |
| c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence. |  |  | 12.8 b-d |  |
| d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). |  |  | 12.8d |  |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. |  |  | 12.8e |  |
| f) Demonstrate ethical use of the Internet. |  |  | 12.8f |  |