| 2024 Grade 11 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.** |  |
| 11.W.1 A. Write extended pieces that:   1. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 2. Adopt an organizational structure that clarifies relationships among ideas and concepts. 3. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge. 4. Provide a concluding section that follows from the information or explanation presented. |  |
| 11.W. 1 B. Write analyses that:   1. Develop a thesis that demonstrates knowledgeable judgments. 2. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer’s position or assertion. 3. Examine and evaluate processes and/or problems to propose solutions. 4. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view. |  |
| 11.W.1 C. Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts. |  |
| 11.W.1 D. Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). |  |

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| STANDARD | Correlation: Must address both the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 11.W.2 A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:   1. Composing a thesis statement that clearly communicates the writer’s position or assertion. 2. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity. 3. Effectively contextualizing evidence from sources with proper introduction and thorough explanation. 4. Applying varied transitions and sentence structures to connect ideas within and across paragraphs. 5. Elaborating ideas clearly through purposeful and precise word choice. |  |
| 11.W.3 A. Revise writing for clarity of content, accuracy, and depth of information. |  |
| 11.W.3 B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. |  |
| 11.W.3 C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). |  |
| 11.W.3 D. Write and revise to a standard acceptable both in the workplace and in post-secondary education. |  |
| **11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  |
| 11.LU.1 A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing. |  |
| 11.LU.1 B. Use complex sentence structure to infuse sentence variety in writing. |  |
| 11.LU.1 C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing. |  |
| 11.LU.2 A. Use commas, semi-colons, and colons correctly in complex sentences in writing. |  |
| 11.LU.2 B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). |  |
| 11.LU.2 C. Spell correctly, consulting reference materials to check as needed. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. |  |