# Understanding the Standards- Grade 11

In eleventh grade, there is a sustained emphasis on reading comprehension by analyzing, evaluating, and critiquing literary and informational texts. The student will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The student will examine and analyze literary texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-eleven student will use mentor texts as models to write with an emphasis on analysis for multiple purposes and audiences to create focused, organized, and coherent writing. The student will also have authentic opportunities to write for postsecondary experiences, including college and the workplace. The student will create and deliver multimodal presentations and analyze and critique how media messages are constructed for specific audiences. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student will continue to build communication skills working both independently and in collaborative groups. The student will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working to fulfill a specific purpose.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

## Developing Skilled Readers and Building Reading Stamina

**11.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

|  |
| --- |
| **11.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts that enhance their background knowledge, build their vocabulary, and engage in complex thinking. This is achieved through the following:
	+ Automaticity: This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.
	+ Appropriate rate: This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.
	+ Meaningful expression: This allows students to read with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.
	+ Confirm or self-correct: This occurs when students realize they are not understanding something or have mispronounced a word; they should take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words.
* In eleventh grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band.
	+ Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.
	+ Offering complex texts is important for students to learn new concepts and increase exposure to high level vocabulary, language, and content.
	+ See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 English Standards of Learning.
* In eleventh grade, students need to be able to respond to texts through discussion and/or writing, draw several pieces of evidence and accurately quote or paraphrase from texts. This helps students use evidence to explain their ideas and/or convince others using an argument. Students need to be able to give reasons and examples as they support ideas and concepts found within grade-level complex texts.
	+ Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.
	+ Teachers should foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas.
* In eleventh grade, students need to be able to engage in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Teaches should encourage reading consistently over time, integrating reading activities into classroom practice daily.
* Teachers should select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.
	+ Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class.
* Reading strategies (e.g.., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.
	+ Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.
	+ Students may benefit from teachers providing explicit instruction about and modeling of reading strategies by showing students how to use them.
	+ Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together by accessing background knowledge and highlighting vocabulary and concepts.
 |

## Reading and Vocabulary

**11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.**

### 11.RV.1 Vocabulary Development and Word Analysis

1. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
2. Use context and sentence structure to clarify the meanings of words and phrases.
3. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
4. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).
5. Explain and analyze idiomatic language in context.
6. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.
7. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

|  |
| --- |
| **11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.** |
| * Teachers should provide ongoing opportunities and encouragement for students to practice using their newly acquired vocabulary in authentic classroom activities such as discussions, presentations, debates, and written responses.
* General academic vocabulary includes terminology that students are likely to encounter in other subject areas and future study (e.g. compare, contrast, conflict, resolution, discuss, inform, evaluate, explain, persuade, analyze, etc.).
* Content-specific vocabulary includes terminology related to the study of English (e.g. novel, nonfiction, dramatic conventions, grammatical terms, literary techniques, poetic devices, etc.) and terms that are specific to other disciplines (e.g., history and science).
* Using context and sentence structure means students build on their prior knowledge about the text and are able to apply that knowledge to understand the meanings of words or phrases.
* By studying the roots, affixes, and etymology of words, students can determine or clarify the meaning of new or unfamiliar words. If teachers need to spend more time with a group of students on morphology and/or phonics instruction, those standards begin in kindergarten through grade 5
* Instruction at the eleventh-grade level includes student expectations to recognize and explain the nuance of words that have similar but not fully synonymous meanings.
* Figurative language may include common figures of speech such as metaphor, oxymoron, personification, pun, simile, and symbolism, or others. Idiomatic language and allusion are also forms of figurative language in that their meanings are not intended literally.
* Idiomatic language occurs when a phrase cannot be understood based on the literal meaning of the words it contains. Instruction in Grade eleven should focus on how idiomatic language is explained and analyzed through context clues in grade-level texts and should not require students to memorize a list of common idioms.
* Literary allusions are references within a text to other secular or religious texts, authors, fictional events, settings, or characters. Classical allusions are references within a text to such things as mythology, art, historical events, well-known objects, people, time periods, or places.
	+ Recognition of allusions within a text is highly dependent upon student background knowledge, which varies; therefore, direct instruction about the origin of allusions is helpful.
	+ By using figurative language and allusions, authors can utilize historical and social events to provide context or activate a reader’s emotions quickly and powerfully.
* Students in Grade eleven are expected to move beyond locating and labeling a writer’s use of diction, figurative language, idiomatic language, and allusions in a text. Students need ongoing opportunities to explain what is meant by such language use and how it impacts the meaning and tone of the text.
 |

## Reading Literary Text

**11.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.**

### 11.RL.1 Key Ideas and Plot Details

1. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
2. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot.
3. Analyze how characters are revealed through particular lines of dialogue or events.
4. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

|  |
| --- |
| **11.RL.1 Key Ideas and Plot Details** |
| * *Literary nonfiction* is based on facts or events but presented with an emphasis on writing techniques most commonly associated with fiction, such as use of imagery, figurative language, and purposeful narrative structure that may not convey events in a strictly accurate order. In eleventh grade, students are expected to recognize *literary nonfiction* as different from informational texts (written with an emphasis on relaying information clearly and accurately).
* In both poetry and prose literature, the text’s overall structure (as well as its individual components) contributes to development of the setting and plot. Prose fiction and literary nonfiction rely on *sentences, paragraphs, scenes, parts*, and *chapters* as building blocks of organizational structure. Poetry relies on *lines* and *stanzas* to organize structure and support theme and tone. Students need ample opportunities to develop and practice this skill.
* In literary fiction and literary nonfiction, character is revealed through both direct and indirect characterization. Students need ample and frequent opportunities to analyze how authors develop characters through these methods.
	+ *Direct characterization* occurs when the narrator tells the reader directly about a character’s looks, disposition, condition, or personality.
	+ *Indirect characterization* must be inferred by the reader based on dialogue and/or actions. Dialogue could be what the character says or what other characters say to/about them. Action could be what the character does or how other characters respond to them.
* By eleventh grade, students are asked to identify and explain how dramatic conventions impact the theme in texts, including plays from other cultures. In eleventh grade, students will analyze and evaluate how dramatic conventions impact the theme in texts.
	+ Students need to already be familiar with the use of dramatic conventions, such as a soliloquy, aside, narration, and direct address to the audience (see 10.RL.1). New to grade eleven is the use of a monologue and stage directions.
		- Monologue: a speech delivered by a single character that can be long and uninterrupted or a series of closely related shorter speeches within a single scene.
		- Stage direction: instruction(s) written into a play by the playwright, usually in parentheses, to tell an actor if there is an action or facial expression or attitude that should accompany the spoken lines.
 |

### 11.RL.2 Craft and Style

1. Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader’s senses.
2. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint.
3. Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.
4. Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

|  |
| --- |
| **11.RL.2 Craft and Style** |
| * In eleventh grade, students learn how to interpret and analyze how the sound and imagery of poetry impact the subject, mood, form, and theme, as well as appeal to the reader’s senses. The use of sound could include any techniques a writer may employ to manipulate the sound of language in order to convey or reinforce meaning and tone. In Grade eleven, students are expected to not only locate and label sound devices in authentic grade-level texts but also to analyze the impact of that imagery on meaning and tone.
	+ Imagery is the use of language in a way that creates a vivid and often emotionally resonant appeal to one or more of the five senses: sight, sound, taste, touch, smell. Grade Eleven students are expected to recognize that imagery is not limited to visual imagery and need opportunities to not only locate and label imagery in grade-level texts but also to analyze the impact of that imagery on meaning and tone.
* In eleventh grade, students are evaluating how an author uses specific word choices, syntax, tone, and voice to relay a specific intent and viewpoint.
	+ For example, the syntax a writer uses also conveys the writer’s voice and tone. For example, short, choppy sentences can convey a sense of being rushed, excited, or urgent. In contrast, long, complex sentences can convey a sense of formality, pedantry, or profundity.
	+ Students benefit from frequent and varied opportunities to determine how a writer’s diction and syntax convey voice and tone and, in turn, underscore that writer’s intent.
* In eleventh grade, students will critique how authors use literary devices to underscore a conflict within the plot, contribute to a theme, and aid in the development of characterization. Students need frequent and varied opportunities to determine what literary devices are in use and how successfully they contribute to the text’s meaning and impact.
* Writers often employ techniques to imply rather than directly state their meaning. Students need to be able to use close reading skills to understand the nuances authors create when they use satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied in a text.
 |

### 11.RL.3 Integration of Concepts

1. Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives.
2. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
3. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

|  |
| --- |
| **11.RL.3 Integration of Concepts** |
| * By eleventh grade, students need to already understand that no work of literature exists without context. Authors are influenced and inspired by the place, time, and form in which a literary work exists. In eleventh grade, students will explain and analyze how the historical and cultural context impacts a text through form, style, characters, and point of view.
	+ Historical context refers to the time period in which a text was published and/or first produced. Teach students to research and analyze the historical events, movements, and trends which shaped the time period in which the text was written.
	+ Cultural context refers to the interplay of any of the following factors: geographical area, religious or moral beliefs, economic conditions, hierarchy of power, political influences, conflicts, and societal norms.
* Students need opportunities to explore the historical and cultural context of texts and gain background knowledge needed to explain how those factors influence the form, style, attitude, and point of view of a variety of diverse writers.
* In eleventh grade, students benefit from multiple and varied opportunities for students to compare early American texts (e.g., myths, traditional stories, or religious works) to more contemporary texts, guiding them to note ways that form, theme, writing style, and author viewpoint are similar and different.
 |

## Reading Informational Text

**11.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 11.RI.1 Key Ideas and Confirming Details

1. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
2. Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
3. Evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.

|  |
| --- |
| **11.RI.1 Key Ideas and Confirming Details** |
| * Informational texts place emphasis on relaying information clearly, convincingly, and accurately.
* In eleventh grade, students are asked to engage with documents to prepare them for employment or college admission, as well as workplace or technical documents.
	+ College and career preparation documents such as directions for applying to a college, internship, or trade school and scholarship or financial aid application instructions.
	+ Workplace texts such as memos, emails, cover letters, resumes, directions/instructions, bulletins, policies, employee manuals, contracts, and regulations.
	+ Technical texts such as manuals/guides, FAQs, troubleshooting instructions, technology specifications, style manuals, white papers, press releases, product inserts, case studies.
* Students should be provided with opportunities to examine the conventional components of informational, historical, scientific, or technical texts (e.g., hypothesis, data, analysis, conclusions) and to corroborate or challenge those aspects by consulting additional sources of information on the same topic.
	+ Hypothesis: the writer’s suggested or proposed explanation prior to researching
	+ Data: facts and statistics presented to support a hypothesis or idea
	+ Analysis: the writer’s explanation of what the data reveal
	+ Conclusions: the writer’s ideas about significance and impact of the data and analysis presented
* When analyzing argumentative informational texts, students need to understand that an argument is only as strong as its support. Students should engage in opportunities to evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence. Students will do this by corroborating or challenging these aspects of argument with additional sources of information on the same topic.
 |

### 11.RI.2 Craft and Style

1. Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose.
2. Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
3. Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.

|  |
| --- |
| 11.RI.2 Craft and Style |
| * Understanding the purpose behind an informational text is essential in order to determine the effectiveness of the text. Authors may have a variety of purposes, such as to persuade, to present research, to refute, to inform to describe, etc. Students in Grade Eleven benefit from frequent opportunities to not only identify a writer’s purpose but also judge the effectiveness of a text in meeting that purpose. The following elements contribute to this effectiveness:
	+ The organizational patterns of informational texts (e.g. compare/contrast, sequential or chronological, descriptive, cause/effect, problem/solution, spatial, order of importance, listing/classifying, summarization).
	+ Textual elements (e.g. titles, headings, subheading, paragraphs, charts, diagrams, graphs, sidebars, embedded narratives, and pull quotes).
* In order to analyze and interpret key terms presented in informational texts, students may need background information about important terms and concepts prior to reading. Teachers may provide opportunities for students to preview key terminology and concepts prior to reading informational texts and guide students in using text features and other reference resources to determine the meanings of content-specific and/or technical terms and concepts within an informational text.
* Informational texts sometimes utilize the following techniques also associated with literary texts (see 11.RL.1): paradox, oxymoron, irony, sarcasm, overstatement (hyperbole), and understatement.
	+ In addition, informational texts may include the following elements:
		- Ambiguity: ideas presented in such a way that they are open to interpretation, with more than one possible interpretation
		- Contradiction: ideas that seem to be in direct opposition to one another
	+ Provide opportunities for students to determine whether the techniques and elements above are present as well as how they affect the text’s meaning and relate to the writer’s intent.
 |

## 11.RI.3 Integration of Concepts

1. Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.
2. Compare and contrast informational and technical texts for intent, content, and clarity.

|  |
| --- |
| **11.RI.3 Integration of Concepts** |
| * The analysis of *paired passages* provides critical understanding of how different writers approach a similar topic as well as an opportunity to evaluate the relative effectiveness of each approach.
	+ Students benefit from frequent and varied opportunities to read and analyze two or more informational passages by different writers about the same or similar topics with an eye for how each approaches the central idea, the writer’s purpose/intent, supporting ideas/evidence, organizational pattern, and conclusions reached or claims made.
* Even when the topic is not the same or similar, comparison of informational and technical texts allows for greater understanding of how and to what extent different writers successfully convey their ideas.
	+ Students benefit from frequent opportunities to compare texts they are currently reading to previous texts they have read, finding connections or deviations in terms of the topic, the writers’ purpose/intent, the content of the text, and how clearly the ideas are presented.
 |

## Writing

**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 Modes and Purposes for Writing

1. 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.
2. Write analyses that:
3. Develop a thesis that demonstrates knowledgeable judgments.
4. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer’s position or assertion.
5. Examine and evaluate processes and/or problems to propose solutions.
6. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
7. 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.
8. 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.).

|  |
| --- |
| **11.W.1 Modes and Purposes for Writing** |
| * The length of an *extended piece* of writingis not fixed and will depend on the topic, complexity, and purpose of the writing. Extended pieces include writing where the student must develop a topic by introducing a central idea and providing sufficient support that leads logically to a conclusion.
* In eleventh grade, students continue developing the ability to write extended pieces that are well-structured, coherent, and effectively communicate complex ideas. They learn to craft introductions that provide context, establish clear theses, and outline the organization of their writing. Students also develop skills in structuring their writing to clarify relationships among ideas and concepts, using evidence from authoritative sources to support arguments, and conclude their pieces in a manner that ties back to the main points presented.
	+ Introductions include a thesis, which articulates the main point or purpose of the piece, and preview the key points or arguments to be addressed.
	+ Pieces should employ logical frameworks such as chronological order, cause and effect, problem-solution, or comparison and contrast.
	+ Student should use transitional phrases and devices to signal shifts between ideas.
	+ Writings draw from multiple authoritative sources, including primary and secondary texts, to provide facts, details, quotations, and examples to bolster arguments.
	+ Conclusions summarize the main findings of the writing, reflect on the significance of these findings, and provide a sense of closure or next steps.
* In eleventh grade, English focuses on argumentative and analytical writing, with particular emphasis on learning and practicing analytical writing. *Analysis* is a form of expository writing requiring the writer to examine specific aspects of a subject.
	+ Concerning a literary work or informational text, analysis involves carefully examining details in the text to support a statement (thesis) about it. Analysis of a text often focuses on the effects of one element of the text such as theme, tone, structure, figurative language, organizational pattern, or character development.
	+ As a form of academic writing, analysis calls for formal writing style and third-person point of view.
	+ An analytical *thesis* makes a “knowledgeable judgement,” or an assertion based on evidence, about the subject that must then be supported. Provide opportunities for students to analyze aspects of literature and literary nonfiction (11.RL.), informational texts (11.RI.), and media messages (11.C.4) in writing.
	+ Guide students in clearly stating and placing their central ideas, *theses*, in the introduction to their analyses.
	+ Provide opportunities for students to determine the relative credibility and relevance of support, particularly emphasizing the importance of text-based evidence.
	+ Provide exemplars and guidance for acknowledging and refuting possible counterclaims as a means of strengthening support for an analysis.
* Writing related to future career and educational aspirations requires skills that differ in some ways from academic writing. Eleventh grade students need opportunities to summarize their skills, knowledge, and personal qualifications in the form of resumes, cover letters, letters of introduction, or job inquiries, emphasizing the role of audience and purpose as they impact the writer’s decisions about diction, format, syntax, and style.
* Effective writing often blends more than one mode; therefore, students need opportunities to read mentor texts that blend multiple forms of writing as well as to write in blended forms themselves. Examples include, but are not limited to, the following:
	+ An expository piece that includes description and imagery.
	+ A narrative piece where a character presents an argument and supports the character's claims.
	+ An analytical or argumentative piece that includes a narrative anecdote as supporting evidence for a point.
	+ A descriptive or narrative piece that uses poetic techniques (poetic prose).
* Employ exemplars, non-examples, and mentor texts when engaged in writing instruction to underscore expectations and reinforce reader/writer relationship awareness.
 |

### 11.W.2 Organization and Composition

1. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
2. Composing a thesis statement that clearly communicates the writer’s position or assertion.
3. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
4. Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
5. Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
6. Elaborating ideas clearly through purposeful and precise word choice.

|  |
| --- |
| **11.W.2 Organization and Composition** |
| * Effective writing is the result of a recursive process that includes intentional consideration of the audience and purpose to inform the writer’s decisions throughout the process.
* Writing is a recursive process wherein the writer follows a series of steps or phases, pausing to go back to a previous stage, moving forward, returning to the beginning, then moving forward again, rather than a strictly linear endeavor.
* Use direct instruction and modeling to make sure students understand the differences and interconnection of the following parts of the writing process:
	+ Understanding the writing task by unpacking a writing prompt or determining the purpose and intent for a piece of writing without a prompt.
	+ Understanding the audience by determining who the writing is for and what that audience needs/expects
	+ Preparing to write by generating ideas relative to the writing task, then selecting which ideas to use. This step may include conducting research or analysis.
	+ Organizing information by informally putting ideas in a logical order that will support the writer’s purpose and meet the needs of the audience for clarity and logic.
	+ Drafting by writing ideas and content in an organized manner without being overly concerned about things like language use/style, usage, or mechanics.
	+ Revising by making changes to the draft in the area of content and organization.
	+ Editing by improving language use and making changes for clarity and style as well as accuracy in usage and mechanics.
	+ Proofreading by finding and fixing typographical errors or technical errors in usage and mechanics.
	+ Using purposeful and precise words to impact readability, clarity, and tone. Purposeful word choice sharpens the reader’s understanding by providing information in the best manner possible. It heightens voice so that the reader can “hear” the writer behind the words.
 |

### 11.W.3 Usage and Mechanics

1. Revise writing for clarity of content, accuracy, and depth of information.
2. 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.
3. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
4. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

|  |
| --- |
| **11.W.3 Usage and Mechanics**  |
| * The revision phase of the writing process focuses on content and organization. When revising, encourage student writers to ask themselves and their peers the following:
	+ Is my central idea clear and specific?
	+ Have I provided enough support for each of my points?
	+ Is the information I included accurate?
	+ Is there anything off-topic that should be removed or revised?
	+ Is my writing organized so that the reader can logically follow the ideas?
	+ Do I need to provide better transitions between any of the ideas/points?
* Provide modeling, guidance, and opportunities for students to edit their writing to improve use of appropriate conventions of style and language use relative to the purpose, audience, and format of the writing.
* Writing to the standards of the workplace and post-secondary education may require models and ongoing opportunities for students to draft and revise their pieces.
 |

## Language Usage

**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 Grammar

1. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.
2. Use complex sentence structure to infuse sentence variety in writing.
3. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

|  |
| --- |
| **11.LU.1 Grammar** |
| * In eleventh grade, students are expected to determine which writing and speaking situations call for formal English conventions and which require a more informal approach based on purpose, audience, and format. Students should utilize knowledge of Standard English grammar conventions acquired in previous years of study when speaking and writing in situations that call for formal English, including the following:
	+ Writing in complete sentences, avoiding sentence fragments, run-ons, and comma splices,
	+ Using correct word usage (e.g. affect/effect, your/you’re, its/it’s), and
	+ Using subject/verb agreement and pronoun-antecedent agreement correctly.
* In eleventh grade, students are expected to recognize that sentence variety improves the readability of a text and that it may be achieved through intentional incorporation of such considerations as varied sentence length, use of verbal phrases, and sentence complexity.
	+ Students may benefit from direct instruction, modeling, guidance, and practice using verbal phrases, such as a gerunds, participles, and infinitives.
* A complex sentence is a sentence with one independent clause and at least one dependent clause. Students need direct instruction, modeling, guidance, and practice writing complex sentences and combining simple sentences to create complex sentences.
* Students are expected to be aware of the difference between active and passive voice as well as how to determine which is best for a specific writing or speaking need.
	+ In active voice, the sentence is structured so that the subject performs the verb. Using active voice for the majority of sentences often provides clarity. In passive voice, the sentence is structured so that the target of the verb is emphasized more than the subject.
	+ Passive voice is useful and appropriate when seeking to maintain an objective tone, a journalistic approach, or in cases when it’s desirable to obfuscate the do-er of the action, as in legal or political discourse. However, overuse of passive voice can interfere with clarity.
 |

### 11.LU.2 Mechanics

1. Use commas, semi-colons, and colons correctly in complex sentences in writing.
2. 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).
3. Spell correctly, consulting reference materials to check as needed.

|  |
| --- |
| **11.LU.2 Mechanics**  |
| * In eleventh grade, students need to be able to utilize knowledge of Standard English mechanics conventions acquired in previous years of study when speaking and writing in situations that call for formal English, including following rules of capitalization, punctuation, formatting, and spelling.
* Students may require direct instruction, modeling, guidance, and opportunities to practice using commas, semi-colons, and colons in writing.
* Students may benefit from instruction on the purpose of using a style manual to guide presentation of formal scholarly papers, including the relationship between accurate citation of sources and the ethics and consequences associated with plagiarism.
	+ Provide opportunities for students to explore and practice the aspects of scholarly writing that are governed by style manuals, such as paper formatting, formatting of quotations (short and long) and paraphrasing within a paragraph, parenthetical citation of sources, and works cited or bibliography.
	+ Provide opportunities for students to use either the MLA or APA style manual to guide appearance of academic papers as well as incorporation of outside sources within their writing.
 |

## Communication and Multimodal Literacies

**11.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 11.C.1 Communication, Listening, and Collaboration

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
2. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
3. Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.
4. Responding thoughtfully and tactfully with evidence to diverse perspectives.
5. Summarizing points of agreement and disagreement.
6. Assessing, evaluating critically, and using information accurately to fulfill a task.
7. Using reflection to evaluate one's own role in the group process in small-group activities.

|  |
| --- |
| **11.C.1 Communication, Listening, and Collaboration**  |
| * Collaborative discussions play a vital role in Grade Eleven classrooms, fostering critical thinking, communication skills, and deeper understanding of texts and topics. Students are expected to engage in collaborative discussions with peers, listening attentively, expressing ideas respectfully, and working together to build new knowledge.
* Grade Eleven students are expected to collaboratively establish guidelines for group discussions, including norms for respectful communication, active participation, and meaningful/constructive feedback. Students should be given opportunities to contribute ideas for discussion topics and set their own goals for participation.
* Student groups need to actively involve every member by assigning tasks or roles within groups to ensure equitable participation and accountability.
* Students need opportunities to listen empathetically, consider alternative viewpoints, and engage in constructive dialogue. Teachers should model respectful communication and provide guidance on responding with evidence and reasoning.
* Students need to identify common ground and areas of divergence of thought, facilitating deeper exploration of complex topics. Teachers should model strategies for synthesizing diverse perspectives and building consensus within groups.
* Students need opportunities to assess their communication skills, participation levels, and contributions to group goals. Grade Eleven students are expected to consider how their communication styles impact group dynamics and outcomes.
 |

### 11.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text or present an opinion. This includes:
	1. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
	2. Choosing diction and tone appropriate to the topic, audience, and purpose.
	3. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
	4. Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
	5. Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
	6. Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

|  |
| --- |
| **11.C.2 Speaking and Presentation of Ideas** |
| * Grade Eleven students are expected to communicate and present an opinion orally for a variety of purposes.
* There are many potential presentation *modes* for oral communication (e.g. formal speech, discussion, question-and-answer, etc.). Students are expected to select a mode that is appropriate to the purpose and audience of the communication situation.
* When speaking, as when writing, it is important to support points or positions with reasons, evidence, and details. Students are expected to *synthesize information gleaned from multiple sources* (e.g. books, websites, articles, etc.) in support of their ideas and conclusions.
* A speaker’s *choice of words and tone* is dictated by the topic, audience, and purpose for the communication. Students need to consider that carefully and match appropriate tone and word selection to those considerations.
* Students are expected to employ *active listening and speaking strategies* (e.g. facing the audience, making eye contact, articulating words clearly and with sufficient volume, etc) in ways that are appropriate to the mode, audience, and purpose.
* Effective speakers pay attention to both *verbal and nonverbal cues*. While verbal communication involves the words we use and how we use them, nonverbal cue examples include such things as facial expressions, hand gestures, and posture. Effective presenters are intentional in their awareness and use of these considerations. Beyond this, effective speakers are also attuned to the responses of their audience (e.g. questions being asked, body language or facial expressions of listeners) and make necessary adjustments based on the cues they are receiving while presenting.
* When speaking, as when writing, *rhetorical techniques* should be employed with intention to strengthen the argument or point. This may include appeals to logic and emotion as well as establishing a voice of authority on the topic.
* Techniques such as repetition, parallel sentence structure, and the embedding of imagery or figurative language make oral communication engaging and memorable. Students need to practice incorporating these techniques with intention in their speaking.
* When presenting an argument or making a claim, oral communication is strengthened when alternate viewpoints are acknowledged and refuted. Students benefit from opportunities to determine, acknowledge, and refute possible counterclaims when presenting orally.
* A speaker’s skill is strengthened by evaluating oral communication of others in terms of content and effectiveness. Students benefit from opportunities to evaluate presentations done by their peers, professionals, and themselves.
 |

### 11.C.3 Integrating Multimodal Literacies

1. Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.
2. Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.
3. Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.
4. Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.

|  |
| --- |
| **11.C.3 Integrating Multimodal Literacies** |
| * Effective communication may often involve multiple modes (e.g. oral, text, images, graphics, audio, video, etc.). *Multimodal* indicates the strategic incorporation of two or more interdependent modes of communication where both/all modes are needed to convey the intended message effectively.
* In eleventh grade, students are expected to determine the strengths and limitations of individual modes of presentation and consider the impact of combining modes in a balanced way so as to best contribute to the clarity, coherence, engagement, and effectiveness of the intended message.
* To create effective multimodal communication, students need opportunities to locate and evaluate multiple sources of information (e.g. books, articles, videos, speeches, etc.) and then summarize the information from those sources or integrate information from those sources in support of a point or position.
* The skills associated with multimodal literacy in this standard complement and may be integrated with skills associated with the Research strand (11.R.) when students present their research using multiple modes of communication.
* *Ethical use of multimodal tools* includes awareness that plagiarism is the use of another's work, words, or ideas without proper attribution. Students in Grade Eleven are expected to know the meaning and potential consequences of plagiarism, both in the academic world and beyond (e.g. career, politics, entertainment).
 |

### 11.C.4 Examining Media Messages

1. Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.
2. Analyze and critique how media reach the targeted audience for specific purposes.
3. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).

|  |
| --- |
| **11.C.4 Examining Media Messages** |
| * This standard recognizes the important role of media in modern life and the importance of acquiring skills that can guide the consumption, analysis, and evaluation of media messages.
* *Media messages* may be published in print, video, audio or a combination of those forms. They can include text, images or graphics, film/video, sound, or combinations. Some examples of media messages include advertisements, music, social media messages, news editorials, etc.
* In eleventh grade, students are expected to determine the source of media messages (e.g. an individual, a nonprofit organization, an educational institute, a commercial company, etc.) and the viewpoint being put forth through that media message with an eye for the impact of those considerations on the message.
* An important aspect of media literacy is recognizing that media messages are targeted to a specific audience and purpose. In eleventh grade, students benefit from opportunities to determine the target audience and purpose of media messages, to analyze the methods used in media messages, and to evaluate the effectiveness of media messages.
* Provide opportunities for students to not only examine individual media messages but also to compare and contrast media messages with regard to the intent, content, effectiveness, and impact of those messages.
* The skills associated with examining media messages complement and may be integrated with skills associated with the other strands (11.RL, 11.RI, 11.W, 11.R). For example, students may encounter a media message associated with a text they are reading or a paper they are writing, obliging them to examine that media in the ways outlined above.
 |

## Research

**11.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.**

### 11.R.1 Evaluation and Synthesis of Information

1. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
2. Gather and organize information from various sources.
3. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations. That includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
4. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
5. Create research products aligned with the demands of the reading and writing standards.
6. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).
7. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
8. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

|  |
| --- |
| **11.R.1 Evaluation and Synthesis of Information**  |
| * In eleventh grade, students are exploring topics, gathering information, and developing informed perspectives. Crafting questions is fundamental to the research process, as it helps clarify focus, identify relevant sources, and refine inquiry. Effective questions are clear, specific, and purposeful, guiding exploration and topic analysis.
	+ Topics should be selected that is relevant to a student’s personal or academic interests, and effective questions are broad enough to encompass a topic but specific enough to guide inquiry.
	+ Questions might be reframed and revised as students learn more about topics and make new discoveries in research.
* Students need the skills to navigate and evaluate information from a variety of sources effectively. Gathering and organizing information is essential for conducting research, developing arguments, and synthesizing information. Students must critically evaluate the credibility, reliability, and relevance of sources to organize information in a coherent and systematic manner to support study.
	+ Conduct lateral research to ensure credibility of sources, and use search engines, academic databases and online libraries.
	+ Not all research sources are equally valuable. It is important to evaluate each source before incorporating it into a research project. Students need opportunities to judge both primary and secondary sources of information, as well as modeling of how to determine credibility, reliability, accuracy, and limitations of a source.
* The ability to evaluate sources critically and objectively is a crucial skill for English Eleven students as they engage in research and academic inquiry. Primary and secondary sources provide valuable information, but their credibility, reliability, accuracy, and relevance must be determined to make informed decisions about their use and inclusion.
	+ Main ideas and central arguments are determined by examining thesis statements and key claims, considering the author’s perspective and point of view, and identifying any underlying assumptions or biases that may influence the sources’ content.
	+ Corroborating evidence or multiple sources that support claims should be considered when evaluating sources.
* By synthesizing multiple streams of evidence, students are using more than one type or mode of information to inform their research. Examples may include databases, books, journals/periodicals, websites, interviews, documentaries, speeches, etc. Information gleaned from multiple sources may be synthesized, or blended, in support of a single main point.
* In eleventh grade, students will create research products that align with the grade level expectations in reading (11.RL./11.RI) and writing (11.W).
* Plagiarism is the act of using someone else’s words, ideas, or work without proper attribution or permission and presenting them as one’s own. English Ten students must adhere to ethical and legal guidelines for gathering and using information, demonstrating academic integrity and respect for intellectual property rights.
* Students in Grade Eleven are expected to embed both direct quotations and paraphrased summarizes of outside source information in their own writing, with proper attribution. Proper citation and attribution must be present when students are using sources in their writing, employing styles such as MLA or APA.
* In eleventh grade, students have access to a vast array of information sources, and it is imperative for these students to understand how to use these sources ethically and responsibly by respecting intellectual property rights, privacy concerns, and other ethical considerations.
	+ Ethical use includes giving proper credit to original authors, obtaining permission for the use of copyrighted materials, and using information responsibly.
	+ Issues such as data privacy, algorithmic bias, data manipulation, and the potential impact of AI and other emergent technologies should be discussed.
 |