

ENGLISH LANGUAGE ARTS STANDARD

Grade – Eleventh

Standard

Benchmark

Indicators

By the end of the 11 – 12 program,
students will . . .

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

A. Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect.

B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.

C. Explain the influence of the English language on world literature, communications and popular culture.

D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.

E. Use multiple resources to enhance comprehension.

1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.

2. Analyze the relationships of pair words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.

3. Examine and explain the influence of the English language on world literature, communications and popular culture.

4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

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Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

By the end of the 11 – 12 program, students will . . .

- A. Apply reading comprehension strategies to understand grade-appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

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Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

By the end of the 11 – 12 program, students will . . .

- A. Analyze the features and structures of documents and critique them for their effectiveness.
- B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.
- C. Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose.
- D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.
- E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

- 1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
- 2. Analyze and critiques organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice than authors use to accomplish their purpose and reach their intended audience.
- 3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
- 4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
- 5. Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- 6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.

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By the end of the 11 – 12 program,
students will . . .

7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.

8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and producers, anticipation of possible reader misunderstandings and visual appeal.

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By the end of the 11 – 12 program, students will . . .

Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.
- B. Explain ways characters confront similar situations and conflict.
- C. Recognize and analyze characteristics of subgenres and literary periods.
- D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.
- E. Critique an author’s style.

1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters’ thoughts, words and actions.
2. Analyze the historical, social and cultural context of setting.
3. Explain how voice and narrator affect the characterization, plot and credibility.
4. Evaluate the author’s use of point of view in literary texts.
5. Analyze variations of universal themes in literary texts.
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

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By the end of the 11 – 12 program, students will . . .

Writing Process Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

- A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.
- B. Select and use an appropriate organizational structure to refine and develop ideas for writing.
- C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.
- D. Apply editing strategies to eliminate slang and improve conventions.
- E. Apply tools to judge the quality of writing.
- F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.

- 1. Generate writing ideas through discussions with other and from printed material, and keep a list of writing ideas.
- 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
- 3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
- 4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
- 5. Use organizational strategies (e.g., notes and outlines) to plan writing.
- 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
- 7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).

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By the end of the 11 – 12 program,
students will . . .

8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stand central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.

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By the end of the 11 – 12 program,
students will . . .

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

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By the end of the 11 – 12 program, students will . . .

Writing Application Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.

B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author’s use of stylistic devices and affects created.

C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstanding and that include formatting techniques that are user friendly.

D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.

E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.

1. Write reflective compositions that:
a. use personal experiences as a basis for reflection on some aspect of life;
b. draw abstract comparisons between specific incidents and abstract concepts;

c. maintain a balance between describing incidents and relating them to more general abstract ideas that illustrate personal beliefs; and
d. move from specific examples to generalizations about life.

2. Write responses to literature that:
a. advance a judgment that is interpretative, analytical, evaluative or reflective;

b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create;

d. identify and assess them impact of possible ambiguities, nuances and complexities within text;
e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and

f. provide a sense of closure to the writing.

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By the end of the 11 – 12 program,
students will . . .

3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:
 - a. report, organize and convey information accurately.
 - b. use formatting techniques that make a document user-friendly.
 - c. anticipate readers’ problems, mistakes and misunderstandings.
4. Write informational essays or reports, including research that:
 - a. develop a controlling idea that conveys a perspective on the subject;
 - b. create an organizing structure appropriate to purpose, audience and context;
 - c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
 - d. make distinctions about the relative value and significance of specific data, facts and ideas;
 - e. anticipate and address a reader’s potential biases, misunderstandings and expectations; and
 - f. provide a sense of closure to the writing.

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By the end of the 11 – 12 program,
students will . . .

5. Write persuasive compositions that:
 - a. articulate a clear position;
 - b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
 - c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

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Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

By the end of the 11-12 program, students will...

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

- 1. Use correct spelling conventions.
- 2. Use correct capitalization and punctuation.
- 3. Use correct grammar (e.g. verb tenses, parallel structure, indefinite and relative pronouns).

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Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

By the end of the 11-12 program, students will...

- A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.
- B. Compile, organize and evaluate information, take notes and summarize findings.
- C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.
- D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement.
- E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g. school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g. authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.

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By the end of the 11-12 program,
students will...

6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.

7. Use a variety of communication techniques (e.g. oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

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Communications: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

By the end of the 11-12 program, students will...

- A. Use a variety of strategies to enhance listening comprehension.
- B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax.
- C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.
- D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.
- E. Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.
- F. Give presentations using a variety of delivery methods, visual displays and technology.

- 1. Apply active listening strategies (e.g. monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
- 2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.
- 3. Critique the clarity, effectiveness and overall coherence of a speaker’s key points.
- 4. Evaluate how language choice, diction, syntax and delivery style (e.g. repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.
- 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
- 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
- 7. Vary language choices as appropriate to the context of the speech.
- 8. Deliver informational presentations (e.g. expository, research that:
 - a. present a clear and distinctive perspective on the subject;

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By the end of the 11-12 program,
students will...

- b. present events or ideas in a logical sequence;
 - c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - d. include an effective introduction and conclusion and use a consistent organizational structure (e.g. cause-effect, compare-contrast, problem-solution);
 - e. use appropriate visual materials (e.g. diagrams, charts, illustrations) and available technology to enhance presentation; and
 - f. draw from and cite multiple sources and consider the validity and reliability of sources.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

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By the end of the 11-12 program,
students will...

10. Deliver persuasive presentations that:
- a. establish and develop a logical and controlled argument;
 - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
 - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;
 - d. consistently use common organizational structures as appropriate (e.g. cause-effect, compare-contrast, problem-solution); and
 - e. use speaking techniques (e.g. reasoning, emotional appeal, case studies or analogies).