Arkansas English Language Arts

Grade 11

Adopted 2023

Reading Comprehension

Reading Fundamentals

RF. Provide an objective summary of a text. 11.RC.1.RF

RF. Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. 11.RC.2.RF

RF. Cite text evidence that strongly and thoroughly supports an analysis of what a text states and what the details imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text. 11.RC.3.RF

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. 11.RC.4.RF

Reading Literature

RL. Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text. 11.RC.5.RL

RL. Explain how syntax contributes to the overall meaning and/or style of a text. 11.RC.6.RL

RL. Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire. 11.RC.7.RL

RL. Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text. 11.RC.8.RL

RL. Analyze how two or more influential literary works from the same era address similar themes. 11.RC.9.RL

RL. Identify themes in works of American literature (1930-present), including the ways American writers incorporate ancient, mythological, and/or religious stories into their writings. 11.RC.10.RL

RL. Identify themes in works of American literature, noting the dominant traits from Puritan, Colonial, American Romanticism, Transcendentalism, Realism, Naturalism, Modernist, and Contemporary periods. 11.RC.11.RL

Reading Information

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- Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text. 11.RC.12.RI

RI. Evaluate the syntax of a text, including the extent to which the points are clear, convincing, and engaging. 11.RC.13.RI

RI. Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text. 11.RC.14.RI

RI. Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem. 11.RC.15.RI

RI. Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and U.S. seminal documents. 11.RC.16.RI

RI. Analyze documents of historical significance for their literary and rhetorical features, including U.S. documents when appropriate. 11.RC.17.RI

RI. Identify central ideas in works of literary nonfiction from English and American literary history, including works written after 1930. 11.RC.18.RI

Writing

Style

S. Compose an argument about a complex topic:
Develop defensible and significant claims.
Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
Maintain a cohesive argumentative structure throughout.
Provide relevant commentary to connect claims to the reasons and evidence. 11.W.1.S

S. Write to inform about a complex topic:
Develop a topic addressing the most significant and relevant evidence.
Organize ideas, concepts, and information, using major sections and subtopics.
Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information. 11.W.2.S

S. Write to express real or imagined experiences and/or events:
Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
Use narrative techniques effectively. 11.W.3.S

Production

P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 11.W.4.P

P. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. 11.W.5.P

Use a variety of sentence types effectively. 11.W.6.P

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Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence. 11.W.7.P

P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. 11.W.8.P

P. Write with stamina over extended periods of time. 11.W.9.P

P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. 11.W.10.P

P. Include headings, graphics, and various multimedia to support ideas and information. 11.W.11.P

P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. 11.W.12.P

Research

R. Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate. 11.W.13.R

R. Assess the credibility and accuracy of sources, using scholarly databases when appropriate. 11.W.14.R

R. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. 11.W.15.R

R. Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography. 11.W.16.R

Vocabulary

1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. 11.V.1

2. Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English. 11.V.2

3. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. 11.V.3

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
Use common Greek or Latin affixes and roots (i.e., morphology),
Trace the origins of words (i.e., etymology),
Use context,
Consult reference materials to clarify pronunciation and/or parts of speech or resolve issues of complex or contested usage, and/or
Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word. 11.V.4

5. Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally. 11.V.5

6. Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience. 11.V.6

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Analyze the role of figurative language in context, including hyperbole and paradox. 11.V.7

Collaborative Communication

Speaking and Listening Comprehension

SLC. Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately. 11.CC.1.SLC

SLC. Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately. 11.CC.2.SLC

SLC. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. 11.CC.3.SLC

SLC. Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed. 11.CC.4.SLC

SLC. Integrate non-textual information from diverse forms of multimedia, evaluating the credibility and accuracy of sources. 11.CC.5.SLC

SLC. Evaluate a speaker's perspective, reasoning, rhetoric, and use of evidence, assessing the effectiveness. 11.CC.6.SLC

Presentation

P. Present claims, findings, and supporting evidence concisely, logically, and appropriately to purpose, audience, and task. 11.CC.7.P

P. Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate. 11.CC.8.P

P. Include relevant multimedia to enhance understanding of findings, reasoning, and evidence. 11.CC.9.P

P. Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing. 11.CC.10.P

P. Demonstrate command of standard English when indicated or appropriate. 11.CC.11.P

P. Recite a passage from a well-known poem, play, or speech. 11.CC.12.P

Language

Structure

S. Ensure pronouns have a clear antecedent and are appropriate in number and person. 11.L.1.S

S. Use verbs effectively. 11.L.2.S

S. Correct misplaced and dangling modifiers. 11.L.3.S

S. Vary syntax for effect, consulting references for guidance as needed. 11.L.4.S

S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. 11.L.5.S

Use parallel structure. 11.L.6.S

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Conventions

C. Introduce a list, quotation, or clarification, using a colon. 11.L.7.C

C. Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable. 11.L.8.C

C. Separate elements in a sentence, using hyphens, commas, ellipses, dashes, and semicolons. 11.L.9.C

C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. 11.L.10.C