

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

- RI.** 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](#)
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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](#)
- P. Use a variety of sentence types effectively. [11.W.6.P](#)
- P. 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
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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
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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
 - 7. Analyze the role of figurative language in context, including hyperbole and paradox. 11.V.7
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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**
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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**
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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**
 - 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