Florida English Language Arts

Grade 11

Reading

1 Reading Prose and Poetry ELA.11.R.1

1. Literary Elements: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. ELA.11.R.1.1
2. Theme: Track and analyze universal themes in literary texts from different times and places. ELA.11.R.1.2
3. Perspective and Point of View: Analyze the author's choices in using juxtaposition to define character perspective. ELA.11.R.1.3
4. Poetry: Analyze ways in which poetry reflects themes and issues of its time period. ELA.11.R.1.4

2 Reading Informational Text ELA.11.R.2

1. Structure: Evaluate the structure(s) and features in texts. ELA.11.R.2.1
2. Central Idea: Analyze the central idea(s) of speeches and essays from the Classical Period. ELA.11.R.2.2
3. Purpose and Perspective: Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. ELA.11.R.2.3
4. Argument: Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. ELA.11.R.2.4

3 Reading Across Genres ELA.11.R.3

1. Interpreting Figurative Language: Analyze the author's use of figurative language and explain examples of allegory. ELA.11.R.3.1
2. Paraphrasing and Summarizing: Paraphrase content from grade-level texts. ELA.11.R.3.2
3. Comparative Reading: Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning and analyzing the texts within the context of the time period. ELA.11.R.3.3
4. Understanding Rhetoric: Evaluate an author's use of rhetoric in text. ELA.11.R.3.4

Key elements of a literary text are setting plo

Clarification 1 **Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.**

Skip to main content

conflict, point of view, theme, and tone.		
For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)	Clarification 2	For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.	Clarification 3	Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
A universal theme is an idea that applies to anyone, anywhere, regardless of cultural dif inc lim...	Clarification 1	A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the

Skip to main content

individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.		inevitability of fate; the struggle for equality; and the loss of innocence.
Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.	Clarification 1	Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.
The term perspective means "a particular attitude toward or way of regarding something."	Clarification 2	The term perspective means "a particular attitude toward or way of regarding something."
Poetry for this benchmark should be selected from one of the following literary periods.	Clarification 1	Poetry for this benchmark should be selected from one of the following literary periods.
Classical Period (1200 BCE–455 CE)	1	Classical Period (1200 BCE–455 CE)
Medieval Period (455 CE–1485 CE)	2	Medieval Period (455 CE–1485 CE)
Renaissance Period (130–1600)	3	Renaissance Period (130–1600)

Skip to main content

Restoration and 18th Century (1660–1790) British Literature	4	Restoration and 18th Century (1660–1790) British Literature
Colonial and Early National Period (1600–1830) American Literature	5	Colonial and Early National Period (1600–1830) American Literature
Romantic Period (1790–1870)	6	Romantic Period (1790–1870)
Realism and Naturalism Period (1870–1930)	7	Realism and Naturalism Period (1870–1930)
Modernist Period (1910–1945)	8	Modernist Period (1910–1945)
Contemporary Period (1945–present)	9	Contemporary Period (1945–present)
For more information, see Literary Periods.	Clarification 2	For more information, see Literary Periods.
Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.	Clarification 1	Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.	Clarification 2	Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.
See Rhetorical Appeals and Rhetorical Devices.	Clarification 1	See Rhetorical Appeals and Rhetorical Devices.
Va	rification 1	Validity refers to the soundness of the arguments.

Skip to main content

soundness of the

arguments.		
For more information on types of reasoning, see Types of Logical Reasoning.	Clarification 2	For more information on types of reasoning, see Types of Logical Reasoning.
Examples of allegory should be taken from the following periods:	Clarification 1	Examples of allegory should be taken from the following periods:
Classical Period (1200 BCE–455 CE)	1	Classical Period (1200 BCE–455 CE)
Medieval Period (455 CE–1485 CE)	2	Medieval Period (455 CE–1485 CE)
Renaissance Period (1300–1600)	3	Renaissance Period (1300–1600)
Restoration and 18th Century (1660–1790) British Literature	4	Restoration and 18th Century (1660–1790) British Literature
Colonial and Early National Period (1600–1830) American Literature	5	Colonial and Early National Period (1600–1830) American Literature
Romantic Period (1790–1870)	6	Romantic Period (1790–1870)
Realism and Naturalism Period (1870–1930)	7	Realism and Naturalism Period (1870–1930)
Modernist Period (1910–1945)	8	Modernist Period (1910–1945)
Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, pe hy (ur	Clarification 2	Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

Skip to main content

allusion, and idiom. Other examples can be used in instruction.		
See Secondary Figurative Language.	Clarification 3	See Secondary Figurative Language.
Most grade-level texts are appropriate for this benchmark.	Clarification 1	Most grade-level texts are appropriate for this benchmark.
Contemporaneous authors here refers to authors who are contemporaries of each other, writing within any of the following literary periods:	Clarification 1	Contemporaneous authors here refers to authors who are contemporaries of each other, writing within any of the following literary periods:
Classical Period (1200 BCE–455 CE)	1	Classical Period (1200 BCE–455 CE)
Medieval Period (455 CE–1485 CE)	2	Medieval Period (455 CE–1485 CE)
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Mc 19		lodernist Period (1910–1945)

Skip to main content

For more information on types of reasoning, see Types of Logical Reasoning.	**Clarification 2**	**For more information on types of reasoning, see Types of Logical Reasoning.**
Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.	**Clarification 1**	**Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.**
Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.	**Clarification 2**	**Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.**
See Secondary Figurative Language.	**Clarification 3**	**See Secondary Figurative Language.**
See Rhetorical Appeals and Rhetorical Devices.	**Clarification 4**	**See Rhetorical Appeals and Rhetorical Devices.**

Communication

1 **Communicating Through Writing** ELA.11.C.1

2 Narrative Writing: Write complex narratives using appropriate techniques to establish multiple perspectives. ELA.11.C.1.2

3 Argumentative Writing: Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. ELA.11.C.1.3

4 Expository Writing: Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. ELA.11.C.1.4

5 Improving Writing: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. ELA.11.C.1.5

Skip to main content

2 **Communicating Orally** ELA.11.C.2

1 Oral Presentation: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. ELA.11.C.2.1

3 Following Conventions ELA.11.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.11.C.3.1

4 Researching ELA.11.C.4

1 Researching and Using Information: Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts and synthesizing information from primary and secondary sources. ELA.11.C.4.1

5 Creating and Collaborating ELA.11.C.5

1 Multimedia: Create digital presentations to improve the experience of the audience. ELA.11.C.5.1

2 Technology in Communication: Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. ELA.11.C.5.2

See Writing Types and Narrative Techniques.	**Clarification 1**	**See Writing Types and Narrative Techniques.**
See Writing Types and Elaborative Techniques.	**Clarification 1**	**See Writing Types and Elaborative Techniques.**
Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.	**Clarification 2**	**Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.**
These written works will take longer and are meant to reflect thorough research and analysis.	**Clarification 3**	**These written works will take longer and are meant to reflect thorough research and analysis.**
See Writing Types.	**Clarification 1**	**See Writing Types.**
At this grade level, the em co are still expected to	**Clarification 1**	**At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical**

Skip to main content

follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.		devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.
For further guidance, see the Secondary Oral Communication Rubric.	Clarification 2	For further guidance, see the Secondary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1	Skills to be mastered at this grade level are as follows:
Use knowledge of usage rules to create flow in writing and presenting	1	Use knowledge of usage rules to create flow in writing and presenting
See Conventions Progression by Grade Level for more information.	Clarification 2	See Conventions Progression by Grade Level for more information.
While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment— being able to tell which information is relevant and which sources are trustworthy enough to include.	Clarification 1	While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment— being able to tell which information is relevant and which sources are trustworthy enough to include.
At this grade level stu mu presentation may be	Clarification 1	At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The

Skip to main content

delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.

elements should relate directly to the presentation and be incorporated in a way that engages the audience.

Vocabulary

1 Finding Meaning ELA.11.V.1

1. Academic Vocabulary: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.11.V.1.1
2. Morphology: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. ELA.11.V.1.2
3. Context and Connotation: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. ELA.11.V.1.3

To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 1 **To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.**

Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require ex

Clarification 2 **Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**

Etymology refers to the study of word origins and the ways that words have changed over time.	Clarification 1	Etymology refers to the study of word origins and the ways that words have changed over time.
Derivation refers to making new words from an existing word by adding affixes.	Clarification 2	Derivation refers to making new words from an existing word by adding affixes.
Review of words learned in this way is critical to building background knowledge and related vocabulary.	Clarification 1	Review of words learned in this way is critical to building background knowledge and related vocabulary.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 11.R.3.1 and Secondary Figurative Language.	Clarification 3	See 11.R.3.1 and Secondary Figurative Language.