Tennessee English Language Arts

Grade 11

Adopted 2016

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.CSE.1
    1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. 11-12.L.CSE.1
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.CSE.2
    2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. 11-12.L.CSE.2

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.KL.3
    3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts. 11-12.L.KL.3

Vocabulary Acquisition and Use

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4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.VAU.4

    4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. 11-12.L.VAU.4

        a. Use context as a clue to the meaning of a word or a phrase. 11-12.L.VAU.4.A

        b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 11-12.L.VAU.4.B

        c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 11-12.L.VAU.4.C

        d. Use etymological patterns in spelling as clues to the meaning of a word or phrase. 11-12.L.VAU.4.D

    5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.VAU.5

    5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 11-12.L.VAU.5

    6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VAU.6

    6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. 11-12.L.VAU.6

Reading Literature

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

    1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 11-12.RL.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. 11-12.RL.KID.2

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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. 11-12.RL.KID.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. 11-12.RL.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. 11-12.RL.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied. 11-12.RL.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. 11-12.RL.IKI.7

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics. 11-12.RL.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 11.RL.RRTC.10

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Re **ey Ideas and Details**

Text

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

    1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 11-12.RI.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. 11-12.RI.KID.2

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning. 11-12.RI.KID.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. 11-12.RI.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging. 11-12.RI.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness. 11-12.RI.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Evaluate the topic or subject in multiple diverse formats and media. 11-12.RI.IKI.7

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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IKI.8

    8. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. 11-12.RI.IKI.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features. 11-12.RI.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 11.RI.RRTC.10

Speaking and Listening

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. SL.CC.2

    2. Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. 11-12.SL.CC.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

    3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 11-12.SL.CC.3

1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1

    1. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively. 11-12.SL.CC.1

Presentation of Knowledge and Ideas

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. SL.PKI.4

    4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. 11-12.SL.PKI.4

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PKI.5

    5. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 11-12.SL.PKI.5

6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PKI.6

    6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 11-12.SL.PKI.6

Writing

Text Types and Protocol

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TTP.1

    1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 11-12.W.TTP.1

        a. Introduce precise claim(s). 11-12.W.TTP.1.A

        b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 11-12.W.TTP.1.B

        c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 11-12.W.TTP.1.C

        d. Provide a concluding statement or section that follows from and supports the argument presented. 11-12.W.TTP.1.D

        e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 11-12.W.TTP.1.E

        f. Establish and maintain a formal style and objective tone. 11-12.W.TTP.1.F

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.TTP.2

    2. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 11-12.W.TTP.2

        a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 11-12.W.TTP.2.A

        b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 11-12.W.TTP.2.B

        c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 11-12.W.TTP.2.C

        d. Provide a concluding statement or section that follows from and supports the information or explanation presented. 11-12.W.TTP.2.D

        e. Use appropriate formatting, graphics, and multimedia to aid comprehension. 11-12.W.TTP.2.E

        f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 11-12.W.TTP.2.F

        g. Establish and maintain a formal style and objective tone. 11-12.W.TTP.2.G

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3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.TTP.3

    3. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. 11-12.W.TTP.3

        a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. 11-12.W.TTP.3.A

        b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. 11-12.W.TTP.3.B

        c. Create a smooth progression of experiences or events. 11-12.W.TTP.3.C

        d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 11-12.W.TTP.3.D

        e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 11-12.W.TTP.3.E

        f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 11-12.W.TTP.3.F

        g. Use appropriate language and techniques, such as metaphor, simile, and analogy. 11-12.W.TTP.3.G

        h. Establish and maintain an appropriate style and tone. 11-12.W.TTP.3.H

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.PDW.4

    4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 11-12.W.PDW.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PDW.5

    5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.) 11-12.W.PDW.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PDW.6

    6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information. 11-12.W.PDW.6

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Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. W.RBPK.7

    7. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. 11-12.W.RBPK.7

8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. W.RBPK.8

    8. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.W.RBPK.8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.RBPK.9

    9. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. 11-12.W.RBPK.9

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.RW.10

    10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 11-12.W.RW.10