Virginia English

Grade 11

Developing Skilled Readers and Building Reading Stamina DSR

1 The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. 11.DSR.1

- A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). 11.DSR.1.A
- B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). 11.DSR.1.B
- C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).V 11.DSR.1.C
- D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). 11.DSR.1.D
- E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12). 11.DSR.1E

Reading and Vocabulary RV

RV. The student will systematically build vocabulary and word knowledge based on grade eleven content and texts. 11.RV

1 Vocabulary Development and Word Analysis 11.RV.1

- A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 11.RV.1.A
- B Use context and sentence structure to clarify the meanings of words and phrases. 11.RV.1.B

C Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words. 11.RV.1.C

D Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy). 11.RV.1.D

E Explain and analyze idiomatic language in context. 11.RV.1.E

F Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts. 11.RV.1.F

G Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. 11.RV.1.G

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature. 11.RL

1 Key Ideas and Plot Details 11.RL.1

A Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras. 11.RL.1.A

B Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot. 11.RL.1.B

C Analyze how characters are revealed through particular lines of dialogue or events. 11.RL.1.C

D Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. 11.RL.1.D

2 Craft and Style 11.RL.2

A Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses. 11.RL.2.A

B Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint. 11.RL.2.B

C Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes. 11.RL.2.C

D Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied. 11.RL.2.D

3 Integration of Concepts 11.RL.3

A Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives. 11.RL.3.A

B Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama. 11.RL.3.B

C Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts. 11.RL.3.C

Reading Informational Text RI

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read. 11.RI

1 Key Ideas and Confirming Details 11.RI.1

A Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents. 11.RI.1.A

B Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 11.RI.1.B

C Evaluate the relevance and quality of an author's premises, claims, counterclaims, and evidence by corroborating or challenging them with other information. 11.RI.1.C

2 Craft and Style 11.RI.2

A Examine how textual elements and organizational patterns contribute to meaning and the author's purpose. 11.RI.2.A

B Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts. 11.RI.2.B

C Recognize and analyze the author's purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts. 11.RI.2.C

3 Integration of Concepts 11.RI.3

A Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions. 11.RI.3.A

B Compare and contrast informational and technical texts for intent, content, and clarity. 11.RI.3.B

Writing W

W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing. 11.W

1 Modes and Purposes for Writing 11.W.1

A Write extended pieces that: 11.W.1.A

i Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 11.W.1.A.I

ii Adopt an organizational structure that clarifies relationships among ideas and concepts. 11.W.1.A.II

iii Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. 11.W.1.A.III

iv Provide a concluding section that follows from the information or explanation presented. 11.W.1.A.IV

B Write analyses that: 11.W.1.B

i Develop a thesis that demonstrates knowledgeable judgments. 11.W.1.B.I

ii Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion. 11.W.1.B.II

iii Examine and evaluate processes and/or problems to propose solutions. 11.W.1.B.III

iv Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view. 11.W.1.B.IV

C Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts. 11.W.1.C

D Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). 11.W.1.D

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2 Organization and Composition 11.W.2

A Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: 11.W.2.A

i Composing a thesis statement that clearly communicates the writer's position or assertion. 11.W.2.A.I

ii Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity. 11.W.2.A.II

iii Effectively contextualizing evidence from sources with proper introduction and thorough explanation. 11.W.2.A.III

iv Applying varied transitions and sentence structures to connect ideas within and across paragraphs. 11.W.2.A.IV

v Elaborating ideas clearly through purposeful and precise word choice. 11.W.2.A.V

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3 Usage and Mechanics 11.W.3

A Revise writing for clarity of content, accuracy, and depth of information. 11.W.3.A

B Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. 11.W.3.B

C Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). 11.W.3.C

D Write and revise to a standard acceptable both in the workplace and in post-secondary education. 11.W.3.D

Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 11.LU

1 Grammar 11.LU.1

A Use verbal phrases to achieve sentence conciseness and variety in speaking and writing. 11.LU.1.A

B Use complex sentence structure to infuse sentence variety in writing. 11.LU.1.B

C Differentiate and apply active and passive voice to convey a desired effect in speaking and writing. 11.LU.1.C

2 Mechanics 11.LU.2

A Use commas, semi-colons, and colons correctly in complex sentences in writing. 11.LU.2.A

B Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). 11.LU.2.B

C Spell correctly, consulting reference materials to check as needed. 11.LU.2.C

Communication and Multimodal Literacies C

C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. 11.C

1 Communication, Listening, and Collaboration 11.C.1

A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: 11.C.1.A

i Applying a variety of strategies to listen actively and speak purposefully and respectfully. 11.C.1.A.I

ii Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views. 11.C.1.A.II

iii Responding thoughtfully and tactfully with evidence to diverse perspectives. 11.C.1.A.III

iv Summarizing points of agreement and disagreement. 11.C.1.A.IV

v Assessing, evaluating critically, and using information accurately to fulfill a task. 11.C.1.A.V

vi Using reflection to evaluate one's own role in the group process in small-group activities. 11.C.1.A.VI

2 Speaking and Presentation of Ideas 11.C.2

A Report orally on a topic or text or present an opinion. This includes: 11.C.2.A

i Selecting the modes and purposes for presentations and synthesizing multiple streams of information. 11.C.2.A.I

ii Choosing diction and tone appropriate to the topic, audience, and purpose. 11.C.2.A.II

iii Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues. 11.C.2.A.III

iv Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message. 11.C.2.A.IV

v Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate. 11.C.2.A.V

vi Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion. 11.C.2.A.VI

3 Integrating Multimodal Literacies 11.C.3

A Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components. 11.C.3.A

B Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose. 11.C.3.B

C Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position. 11.C.3.C

D Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology. 11.C.3.D

4 Examining Media Messages 11.C.4

A Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites. 11.C.4.A

B Analyze and critique how media reach the targeted audience for specific purposes 11.C.4.B

C Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience). 11.C.4.C

Research R

R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest. 11.R

1 Evaluation and Synthesis of Information 11.R.1

A Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary. 11.R.1.A

B Gather and organize information from various sources. 11.R.1.B

C Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations. That includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases. 11.R.1.C

D Synthesize multiple streams of evidence to support claims and acknowledge counterclaims. 11.R.1.D

E Create research products aligned with the demands of the reading and writing standards. 11.R.1.E

F Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA). 11.R.1.F

G Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 11.R.1.G

H Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. 11.R.1.H