West Virginia English Language Arts

Grade 11

Adopted 2020

Reading

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ELA.11.1
2. Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ELA.11.2
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. ELA.11.3
4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ELA.11.4
5. Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ELA.11.5
6. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text. ELA.11.6

Craft and Structure

7. Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ELA.11.7
8. Analyze how an author's choices concerning how to structure specific parts of a literary text contribute to its overall structure and meaning as well as its aesthetic impact. ELA.11.8
9. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant. ELA.11.9
10. Determine the meaning of words and phrases as they are used in an informational 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. ELA.11.10

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11. In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ELA.11.11

12. Determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ELA.11.12

Integration of Knowledge and Ideas

13. Analyze multiple interpretations of a story, poem, or drama evaluating how each version interprets the source text. ELA.11.13

14. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature , including how two or more literary texts from the same period treat similar themes or topics. ELA.11.14

15. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. ELA.11.15

16. Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles and the premises, purposes, and arguments in works of public advocacy. ELA.11.16

17. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes, and rhetorical features. ELA.11.17

Range of Reading and Text Complexity

18. By the end of the year, read and comprehend literary texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range. ELA.11.18

19. By the end of the year, read and comprehend informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range. ELA.11.19

Writing

Text Types and Purposes

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20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
Provide a concluding statement or section that follows from and supports the argument presented. ELA.11.20

21. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aid comprehension.
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.
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
Provide a concluding statement or section that follows from and supports the information or explanation presented. ELA.11.21

22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ELA.11.22

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roduction and Distribution of Writing

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELA.11.23

24. Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of all Language standards up to and including grade 12, focusing on addressing what is most significant for a specific purpose and audience. ELA.11.24

25. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ELA.11.25

Research to Build and Present Knowledge

26. Conduct short, as well as more sustained, research projects to answer a question including a self-generated question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ELA.11.26

27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA). ELA.11.27

28. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research. ELA.11.28

Range of Writing

29. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences. ELA.11.29

Speaking & Listening

Comprehension and Collaboration

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30. Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. ELA.11.30

    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ELA.11.30.A

    b. Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed. ELA.11.30.B

    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ELA.11.30.C

    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ELA.11.30.D

31. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ELA.11.31

32. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ELA.11.32

Presentation of Knowledge and Ideas

33. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ELA.11.33

34. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ELA.11.34

35. Adapt speech to a variety of contexts and tasks, demonstrating command of Language standards up to and including grade 11, as well as formal English, when indicated or appropriate. ELA.11.35

Language

Conventions of Standard English

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36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELA.11.36

    a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. ELA.11.36.A

    b. Resolve issues of complex or contested usage, consulting references as needed. ELA.11.36.B

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELA.11.37

    a. Observe hyphenation conventions. ELA.11.37.A

    b. Spell correctly, using reference materials as needed. ELA.11.37.B

Knowledge of Language

38. 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. ELA.11.38

    a. Vary syntax for effect by consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. ELA.11.38.A

Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. ELA.11.39

    a. Use context a clue to the meaning of a word or phrase. ELA.11.39.A

    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. ELA.11.39.B

    c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. ELA.11.39.C

    d. Verify the initial determination of the meaning of a word or phrase. ELA.11.39.D

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ELA.11.40

    a. Interpret figures of speech in context and analyze their role in the text. ELA.11.40.A

    b. Analyze nuances in the meaning of words with similar denotations. ELA.11.40.B

41. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ELA.11.41

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Creative Writing and Reading

Reading

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain. ELA.C.1
2. Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text. ELA.C.2
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama and how specific characters, ideas or events interact and develop over the course of the text or media. ELA.C.3
4. Cite strong and thorough textual evidence to support analysis of what informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain. ELA.C.4

Craft and Structure

5. Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ELA.C.5
6. Analyze how an author's choices concerning how to structure specific parts of a literary text contribute to its overall structure and meaning as well as its aesthetic impact. ELA.C.6
7. Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant. ELA.C.7
8. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and literal meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of a text. ELA.C.8
9. Analyze and evaluate the effectiveness of the structure an author uses in his or her literary text including how the author uses structure to make points clear, convincing, and engaging. ELA.C.9
10. Determine an author's point of view, purpose, and tone in an informational text in which the language is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ELA.C.10

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Integration of Knowledge and Ideas

11. Analyze multiple interpretations of prose, poetry, or drama through a variety of critical lenses, evaluating how each version interprets the source text. ELA.C.11
12. Demonstrate a deep knowledge of a variety of works of literature, including how multiple literary texts from the same period treat similar themes or topics. ELA.C.12
13. Integrate, evaluate, and synthesize multiple interpretations of a literary work presented in different media or formats in order to produce and defend a claim about the work. ELA.C.13

Range of Reading and Text Complexity

14. By the end of the year, read and comprehend increasingly complex prose, poetry, and drama independently and proficiently, including texts in the grades 11-12 complexity range. ELA.C.14
15. By the end of the year, read and comprehend increasingly complex informational texts independently and proficiently, including texts in the grades 11-12 complexity range. ELA.C.15

Writing

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Text Types of Purposes

16. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ELA.C.16

    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. ELA.C.16.A

    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ELA.C.16.B

    c. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. ELA.C.16.C

    d. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters. ELA.C.16.D

    e. Provide a purposeful resolution or deliberate lack thereof (e.g. a cliffhanger) that follows from and reflects on what is experienced and/or observed over the course of the narrative. ELA.C.16.E

17. Write poems to develop real or imagined experiences, events, topics, or ideas using effective technique, and well-chosen details. ELA.C.17

    a. Use and evaluate a variety of techniques, structures, and styles that build on one another to create a coherent whole and build toward a particular tone and outcome. ELA.C.17.A

    b. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters. ELA.C.17.B

    c. Use precise language, domain-specific vocabulary, and figurate language to manage the complexity of the topic. ELA.C.17.C

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18. Write short works of drama to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. ELA.C.18

    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. ELA.C.18.A

    b. Use narrative techniques, such as dialogue, pacing, description, stage-directions, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ELA.C.18.B

    c. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. ELA.C.18.C

    d. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters. ELA.C.18.D

    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ELA.C.18.E

    f. Demonstrate and apply knowledge of elements of drama in creation of an original work. ELA.C.18.F

19. Write arguments to support claims in an analysis of prose, poetry or drama, using valid reasoning and relevant and sufficient evidence. ELA.C.19

    a. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ELA.C.19.A

    b. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ELA.C.19.B

    c. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ELA.C.19.C

    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline . ELA.C.19.D

    e. Provide a concluding statement or section that follows from and supports the argument presented. ELA.C.19.E

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20. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ELA.C.20

    a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aid comprehension. ELA.C.20.A

    b. Evaluate 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. ELA.C.20.B

    c. Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ELA.C.20.C

    d. Use precise language, domain-specific vocabulary, and techniques such as figurative language and analogy to manage the complexity of the topic. ELA.C.20.D

    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. ELA.C.20.E

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented. ELA.C.20.F

Production and Distribution of Writing

21. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience ELA.C.21

22. Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing, demonstrating a command of Language standards up to and including the current grade level and focusing on addressing what is most significant for a specific purpose and audience. ELA.C.22

23. Use technology, to produce, publish, and update individual or shared writing products in response to ongoing feedback. ELA.C.23

Research to Build and Present Knowledge

24. Conduct ongoing research to carefully examine and/or evaluate an aspect of a literary work; narrow or broaden the inquiry when appropriate; synthesize multiple sources, demonstrating understanding of the work under investigation. ELA.C.24

25. Gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA). ELA.C.25

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Range of Writing

26. Write routinely over extended time frames (for research, reflection, and/or revision+ and shorter time frames for a range of tasks, purposes, and audiences. Maintain multiple drafts and revisions of original works to reflect growth and development in the writer's craft over time. ELA.C.26

Speaking/Listening

Comprehension and Collaboration

27. Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade level topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. ELA.C.27

    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ELA.C.27.A

    b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles. ELA.C.27.B

    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ELA.C.27.C

    d. Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ELA.C.27.D

28. Integrate multiple sources of information presented in diverse formats and media in order to examine and/or evaluate an aspect of a literary work, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data. ELA.C.28

29. Evaluate a speaker's point of view, reasoning, and uses of evidence and language, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers; give thoughtful feedback and accept feedback graciously. ELA.C.29

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Presentation of Knowledge and Ideas

30. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. ELA.C.30

31. Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ELA.C.31

32. Adapt speech to a variety of contexts and tasks, demonstrating command of Language standards up to and including the current grade level as well as formal English, when indicated or appropriate. ELA.C.32

Language

Conventions of Standard English

33. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
Resolve issues of complex or contested usage, consulting references as needed. ELA.C.33

34. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELA.C.34

Knowledge of Language

35. 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. ELA.C.35

    a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. ELA.C.35.A

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Vocabulary Acquisition and Use

36. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. ELA.C.36
    a. Use context as a clue to the meaning of a word or phrase. ELA.C.36.A
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. ELA.C.36.B
    c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ELA.C.36.C
    d. Verify the initial determination of the meaning of a word or phrase. ELA.C.36.D
37. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ELA.C.37
    a. Interpret figures of speech in context and analyze their role in the text. ELA.C.37.A
    b. Analyze nuances in the meaning of words with similar denotations. ELA.C.37.B
    38. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ELA.C.38

Technical English Language Arts

Reading

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what informational and relevant literary texts say explicitly as well as inferences drawn from the texts, including determining where and why the text leaves matters uncertain. ELA.TE.1
2. Determine two or more central ideas in informational and relevant literary texts and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the text. ELA.TE.2
3. Read and analyze complex technical texts and relevant literary text and media and explain how specific individuals, ideas, or events interact and develop over the course of the text(s). ELA.TE.3

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Craft and Structure

4. Determine the meaning of words and phrases as they are used in a variety of texts, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning, tone, and effective and concise communication. ELA.TE.4

S. Analyze how an author's choices concerning structure, genre, and style contribute to the text's overall meaning and impact on intended audience. ELA.TE.S

6. Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. statistical representations, propaganda, bias). ELA.TE.6

7. In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging. ELA.TE.7

8. Determine an author's point of view, purpose, and tone in informational and relevant literary text in which the rhetoric is particularly effective, analyzing how style and content contribute to the impact and persuasiveness of the text . ELA.TE.8

Integration of Knowledge and Ideas

9. Analyze multiple interpretations or perspectives on an idea, event, or process while critically evaluating how each version interprets the original idea, event, or process. ELA.TE.9

10. Engage with a broad range of foundational and current texts centered on a similar topic (such as industry standards, market/trends, or industry-specific topics). ELA.TE.10

11. Evaluate, synthesize, and integrate multiple forms of technical data (e.g. statistics, graphics, visuals, charts/graphs) in order to address a question or solve a problem. ELA.TE.11

12. Analyze historically significant foundational documents for their impact on industry, market, innovation, and application to the career field. ELA.TE.12

Range of Reading and Text Complexity

13. By the end of the year, read and comprehend informational and literary texts in the grades 11-12 text complexity range independently and proficiently. ELA.TE.13

Writing

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Text Types and Purposes

14. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient, relevant evidence that utilize all parts of an argument effectively while employing formal style, appropriate word choice, and objectivity with clarity and cohesion; arguments should include a clear introduction and conclusion. ELA.TE.14

15. Compose authentic, career-related arguments or proposals that evaluate and compare for specific purposes and audiences while employing effective and appropriate argumentative/persuasive techniques. ELA.TE.15

16. Write cohesive informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content while adding multimedia as needed.
Evaluate 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.
Maintain formal style and contain precise language, domain-specific vocabulary, transitions, introduction, and conclusion. ELA.TE.16

17. Compose authentic, career-related informative/explanatory texts to support the use of analytical summaries, process writing, and basic technical reports while integrating pictorial and statistical data. ELA.TE.17

18. Write narratives to communicate experiences or reflection using anecdotal evidence, chronological or other sequencing as well as descriptive, precise, sensory language and details; establish a clear speaker, organization, tone, outcome, and characters (when necessary). ELA.TE.18

19. Compose professional communications that convey ideas, reflections, problem solving, and conflict resolution between industry and consumer while utilizing successful narrative techniques. ELA.TE.19

20. Compose clear, accurate, concise personal professional documents that represent employability skills and experience of a workforce candidate such as letter of introduction, resume, performance evaluations, and goals. ELA.TE.20

Production and Distribution of Writing

21. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELA.TE.21

22. Develop and strengthen writing as needed by planning, revising, and editing , trying a new approach when needed, demonstrating command of language standards up to and including the current grade level and focusing on addressing what is most significant for a specific purpose and audience. ELA.TE.22

23. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ELA.TE.23

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Research to Build and Present Knowledge

24. Conduct sustained research projects as an individual and team to answer a self-generated question or industry-specific problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation. ELA.TE.24

25. Gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following the industry-preferred standard format for citation (e.g., MLA, APA, Chicago, etc.}. ELA.TE.25

26. Draw evidence from literary, technical, and informational texts, interviews, and other bodies of research to support industry-related inquiry, analysis, and reflection. Apply Technical English Language Arts reading standards. ELA.TE.26

Range of Writing

27. Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences. ELA.TE.27

Speaking/Listening

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Comprehension and Collaboration

28. Initiate and effectively participate in a range of collaborative discussion with diverse partners including one-on-one, small group, teacher-led, and simulated or real industry- level conversations and company meetings on grade level appropriate and industry relevant topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. ELA.TE.28

    a. Come to discussions prepared; explicitly draw on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ELA.TE.28.A

    b. Work with peers to promote civil, democratic discussions and decision-making, establish norms and roles, and set clear goals and deadlines. ELA.TE.28.B

    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Resolve contradictions when possible. Determine next steps necessary if completing a task. ELA.TE.28.C

29. Build consensus, maintain civility, and accomplish a task or solve a problem collaboratively by setting norms, consequences, goals, roles; establishing dates and work expectations; organizing, collecting and using information. ELA.TE.29

30. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data. ELA.TE.30

31. Evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers. ELA.TE.31

Presentation of Knowledge and Ideas

32. Present findings, and proposals with supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. ELA.TE.32

33. Make strategic use of digital media and physical artifacts as necessary in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ELA.TE.33

34. Adapt speech to a variety of contexts, tasks, and real or simulated professional situations, demonstrating command of language standards up to and including current grade level as well as formal English, when indicated or appropriate. ELA.TE.34

Language

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Conventions of Standard English

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
Resolve issues of complex or contested usage, consulting references as needed. ELA.TE.35

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELA.TE.36

Knowledge of Language

37. 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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. ELA.TE.37

Cluster. Vocabulary Acquisition and Use CLUSTER

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. ELA.TE.38

    a. Use context as a clue to the meaning of a word or phrase. ELA.TE.38.A

    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. ELA.TE.38.B

    c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ELA.TE.38.C

    d. Verify the initial determination of the meaning of a word or phrase. ELA.TE.38.D

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ELA.TE.39

    a. Interpret figures of speech in context and analyze their role in the text. ELA.TE.39.A

    b. Analyze nuances in the meaning of words with similar denotations. ELA.TE.39.B

40. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ELA.TE.40

College- and Career-Re
Lib

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Information Literacy

Acquire and accurately use grade-appropriate library and book terms. LM.9-12.1

2. Demonstrate understanding that the library is arranged in a system based on alphabetical and numerical order by searching an online catalog and making personal selections independently and efficiently. LM.9-12.2
3. Demonstrate understanding of the process of selecting, checking out, and returning library materials. LM.9-12.3
4. Apply advanced search strategies to find materials on topics of personal and academic interest using a variety of databases or an online public access catalog. LM.9-12.4
5. Identify and craft solutions to problems within the school and/or community using libraries and librarians as resources for free and open access to information. LM.9-12.5

Independent Learning

6. Independently select works from a variety of genres and formats evaluating each for its ability to advance personal or academic goals. LM.9-12.6
7. Evaluate tools and strategies for their usefulness in navigating personal and academic reading tasks. LM.9-12.7
8. Independently identify and explore career options of personal interest and answer self-generated questions using a variety of print, non-print, and digital resources. LM.9-12.8
9. Gather relevant information from multiple sources to answer questions, record and organize information in an effective manner; validate sources based on relevancy, appropriateness, currency, authority, and bias. LM.9-12.9
10. Act on the feedback of others, solicited and unsolicited, asking clarifying questions or trying new strategies/approaches when needed to make adjustments or improvements on a selection, product, or approach. LM.9-12.10
11. Craft and deliver constructive feedback including clarifying questions and possible approaches/strategies to help others make adjustments or improvements on a selection, product, or approach. LM.9-12.11
12. Construct and answer questions related to diverse cultures using library resources to participate in collaborative small or whole group discussions, including face-to-face and digital discussions. LM.9-12.12

Social Responsibility

13. Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology and identify potential consequences of unethical, unsafe, and inappropriate behavior. LM.9-12.13
14. Respectfully acknowledge ownership of work created by self and others following a standard format for citation (MLA or APA) independently or using online tools. LM.9-12.14
15. Apply understanding of copyright and fair use, licensing, and acceptable use for personal and academic uses. LM.9-12.15

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16. Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials. LM.9-12.16