



*Mississippi College and Career Readiness Standards for
English Language Arts Scaffolding Document*

Eleventh Grade

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.R.1: Read closely to determine what the 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.

RL.11.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to cite textual evidence.
- How to identify key details that contribute to key ideas.
- How to identify unfamiliar words.
- How to question the author’s purpose.
- How to predict what will happen next.
- How to identify potential bias and false information in text.

**A student should understand
(Conceptual Understanding)**

- An author may choose to leave the plot unresolved or purposefully vague.
- The author’s choice of an unresolved or vague resolution has an intentional effect on the audience (disappointment, confusion, suspenseful anticipation of a sequel, etc.).
- An author may also choose to leave matters within the text uncertain. A reader must identify why the author would make such a choice (to build suspense, to gloss over a societal taboo, to direct the reader’s focus elsewhere, etc.)

**A student should be able to do
(Evidence of Knowledge)**

- Annotate a text while reading.
- Make inferences based on textual evidence.
- Distinguish important facts from “extra” details.
- Identify strong evidence to support an inference or claim from a text.
- Identify and explain where within a text the author leaves matters uncertain.
- Cite evidence from a text both verbally and with standard citation format (i.e. MLA, APA, Turabian, etc.).

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

cite, evidence, analysis, inference, detail, annotate, support, uncertain

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Eleventh Grade

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

RL.11.2

Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Identify the themes or central ideas of a text and understand that multiple themes may emerge over the course of a text as the author develops:
 - Plot (sub-plots or parallel plots)
 - Characters
 - Conflict
 - Setting
- An accurate summary is free from bias or personal opinion and must utilize specific details from the text.

**A student should understand
(Conceptual Understanding)**

- Often, an author develops two or more themes or central ideas in a text.
- Specific details in a text should be analyzed and inferences should be made to determine the themes in a text.
- The complexity of the text increases as multiple themes or central ideas emerge and interact with and build upon one another.
- Two or more works by the same author, from the same period, from different cultures, presented in different forms, can have similar themes.
- An analysis of multiple themes or central ideas in a text can be synthesized to create an accurate summary of the text.
- An analysis of multiple themes or central ideas in a text can be synthesized to create an accurate summary of the text.

**A student should be able to do
(Evidence of Knowledge)**

- Trace the development of the themes or central ideas by identifying specific details from the text.
- Analyze the development of multiple themes in a text.
- Synthesize the analysis of two or more themes or central ideas of a text.
- Use a range of textual evidence with various text complexities to support interpretations of texts.
- Compose an accurate summary of a text that includes how the central ideas/themes:
 - Emerge
 - Are shaped
 - Are refined by specific details
 - Interact with and build upon one another

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

theme, central idea, complex, analyze, detail, development, emerges, refined, accurate, summary, bias

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

RL.11.3

Analyze the impact of the author’s choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Authors develop characters to be complex and characters can change over the course of the text.
- Authors intentionally develop some characters more fully than others in order to advance the plot in a certain way (author’s purpose).
- Characters’ interaction in text advance the plot and theme of the text.

**A student should understand
(Conceptual Understanding)**

- Authors advance the plot and/or develop the theme through the decisions, actions, and dialogue of the character(s).
- Authors develop a complex text through intentional decisions regarding literary elements:
 - Setting
 - Sequence
 - Characterization
 - Diction
 - Syntax
 - Word Choice

**A student should be able to do
(Evidence of Knowledge)**

- Analyze complex characters in a text, and provide textual evidence that shows their complexity.
- Evaluate the author’s choices for developing literary elements.
- Examine the motivation(s) of characters within a text, and determine when those motivations are conflicting.
- Examine how an author’s choices regarding characterization, setting, sequence, etc., impact the text as a whole.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

analyze, complex character, motivation, conflict, interact, plot, theme, direct, indirect, static, dynamic, flat, round, protagonist, antagonist, sequence, setting

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

RL.11.4

Determine the meaning of words and phrases as they are used in the 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. (Include Shakespeare as well as other authors.)

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The cumulative impact of word choice directly relates to the tone and theme of the text.
- How to identify sound devices (i.e. alliteration, assonance, consonance, etc.), rhyme, rhythm, and repetition to develop tone.

**A student should understand
(Conceptual Understanding)**

- That in crafting a text, an author chooses words and phrases to contribute to the overall meaning and aesthetic of the text.
- How to closely examine particularly descriptive, creative, or original manipulation of language and how it contributes to the text as a whole.
- That over the course of a text, an author’s word choices can establish:
 - Formal vs. informal tone
 - Sense of time and place
 - Potential bias

**A student should be able to do
(Evidence of Knowledge)**

- Define unfamiliar and/or critical words within a text through context “clues.”
- Translate figurative language into concrete language.
- List multiple meanings of a word or phrase and identify the author’s intended meaning based on connotation.
- Identify the tone of a text.
- Explain how an author’s word choice and/or use of figurative or connotative meaning contribute to the meaning and tone of a specific text.
- Evaluate an author’s word choice in terms of aesthetic appeal and/or originality.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

connotation, denotation, figurative meaning/language, formal and informal tone, bias, impact, context, aesthetic

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

RL.11.5

Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That parallel plots can exist within the same text, and those plots often relate to or provide contrast to one another (i.e. the love story between Romeo and Juliet paired with the subplot of the feud between the Montagues and Capulets).
- That manipulation of time contributes to the overall tone and mood of a text:
 - Flashback
 - Flashforward
 - Beginning in medias res
 - Foreshadowing
 - Pacing

**A student should understand
(Conceptual Understanding)**

- How authors not only choose an overall structure for a text, but they also structure specific parts (introduction, resolution, flashback, etc.) of the text to contribute to the overall meaning and/or aesthetic impact of the text.
- That aesthetic refers to a concept of beauty, sometimes specific to a time and/or place. For example, the seventeenth-century aesthetic would be very different from the post-modern aesthetic.
- That authors hold ultimate control over the structure of a text (i.e. plot, time, etc.); therefore, an author’s manipulation of that structure is intentional.

**A student should be able to do
(Evidence of Knowledge)**

- Analyze and explain how an author’s choices (plot structure, order of events, manipulation of time, etc.) contribute to the overall structure of a text.
- Analyze and explain how an author structures a specific part of a text to contribute to the overall structure, meaning, and aesthetic of a text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

structure, plot, mystery, tension, surprise, flashback, flash-forward, beginning in medias res, foreshadowing, pacing, dramatic effect, manipulation, aesthetic

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

RL.11.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That point of view is the vantage point from which a text is presented.
- That over the course of a text, the actual theme or central idea may change from what is perceived at the beginning of the text.

**A student should understand
(Conceptual Understanding)**

- A grasping point of view implies that the speaker may mean something entirely different from what is being said in the text.
 - Satire
 - Sarcasm
 - Irony
 - Understatement

**A student should be able to do
(Evidence of Knowledge)**

- Identify and explain the author’s perspective using textual evidence of what is explicitly stated and what is implied.
- Identify satire, sarcasm, irony, or understatement in a text.
- Explain how an author’s grasping point of view contributes to the theme or central ideas of the text as a whole.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

point of view, satire, sarcasm, irony, understatement, grasping point of view

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Eleventh Grade

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

RL.11.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A source material refers to a text that is referenced in a later work.
- How to identify artistic mediums as (but not limited to):
 - Film
 - Drama
 - Drawing
 - Painting
 - Sculpture
 - Song
 - Poetry

**A student should understand
(Conceptual Understanding)**

- That different versions of a story, drama, or poem are subject to the author/artist's interpretation as well as the limitations of the chosen medium.

**A student should be able to do
(Evidence of Knowledge)**

- Compare and contrast multiple interpretations of a story, drama, or poem.
- Analyze and evaluate each interpretation based on the source text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

representation, artistic mediums, interpretation, source text

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Eleventh Grade

CCR.R.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.

RL.11.8

(Not applicable to literature)

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

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**A student should understand
(Conceptual Understanding)**

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**A student should be able to do
(Evidence of Knowledge)**

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KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

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Eleventh Grade

CCR.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11.9

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That foundational works of literature are those “essential texts” that are seen as the cornerstone of American society.
- The historical periods (eighteenth-, nineteenth-, and twentieth-centuries).

**A student should understand
(Conceptual Understanding)**

- That American literature tends to mirror the fundamental beliefs and concerns of the time period in which it was written.
- How during a given period, authors often wrote about similar themes, topics, concerns, and societal norms with, perhaps, different perspectives.

**A student should be able to do
(Evidence of Knowledge)**

- Identify common themes and/or topics with two or more texts from the same historical period utilizing American literature in the eighteenth, nineteenth, and early twentieth centuries.
- Evaluate how two or more texts from the same period treat similar themes and/or topics.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
source material, draw(s) on, transform, theme, topic, foundational

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

RL.11.10

By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to identify in a literary text:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)

**A student should understand
(Conceptual Understanding)**

- How to comprehend and analyze:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/ connotative meaning, etc.)

**A student should be able to do
(Evidence of Knowledge)**

- Read and demonstrate comprehension of grade-level appropriate literature.
- Read and demonstrate comprehension of high-end grade-level appropriate literature with scaffolding as needed.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

comprehend, proficiently, scaffolding, key ideas, details, structural elements, grade-level appropriate

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.R.1: Read closely to determine what the 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.

RI.11.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That authors include critical and extraneous details.
- How to identify not only key ideas, but also the details that contribute to those key ideas in order to thoroughly analyze a text.
- Through annotation, how to:
 - Identify unfamiliar words
 - Question the author’s purpose
 - Predict what will happen next
 - Identify potential bias and false information

**A student should understand
(Conceptual Understanding)**

- How in a text, an author may choose to leave elements of the text unresolved or purposefully vague.
- The author’s choice of an unresolved or vague conclusion has an intentional effect on the audience (disappointment, confusion, curiosity, suspenseful anticipation, etc.)
- An author may also choose to leave matters within a text uncertain. A close reader must identify and grapple with why the author would make such a choice (to build suspense, to gloss over a societal taboo, to direct the reader’s focus elsewhere, etc.)

**A student should be able to do
(Evidence of Knowledge)**

- Annotate a text while reading.
- Make inferences based on textual evidence.
- Distinguish important facts from “extra” details.
- Identify strong evidence to support an inference or claim from a text.
- Identify and explain where within a text the author leaves matters uncertain.
- Cite evidence from a text both verbally and with standard citation format (i.e. MLA, APA, Turabian, etc.).

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

cite, evidence, analysis, inference, detail, annotate, support, uncertain

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

RI.11.2

Determine two or more central ideas of a 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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The central idea (or main idea) of an informational text is the recurring, specific concept on which the key details of the text focus.
- How to distinguish between the fact and opinion found in informational text.
- How to acknowledge that informational texts often follow predictable patterns or outlines, and that reverse outlining may be helpful in determining the central idea and identifying the specific detail that support it.
- How to provide an objective summary free from bias or personal opinion and utilize specific details from the text.

**A student should understand
(Conceptual Understanding)**

- How often a text presents two or more central ideas, which the author develops simultaneously.
- That these multiple central ideas interact with and build upon one another, increasing the complexity of the account.

**A student should be able to do
(Evidence of Knowledge)**

- Articulate two or more central ideas of a text.
- Trace the development of the central ideas by identifying specific details from throughout the text.
- Compose an objective summary of a text that includes how the central ideas:
 - Emerge
 - Are shaped
 - Are refined by specific details

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

theme, central idea, analyze, detail, development, emerges, refined, objective summary, bias

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

RI.11.3

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 text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That authors use text structures (i.e. cause and effect, problem and solution, procedures, etc.) to achieve the desired goal for writing.
- How to recognize that authors determine the sequence of information that most effectively accomplishes their purpose or goal in writing.
- An author may choose to omit information that does not support or lead to his/her desired conclusion.
- The evidence and/or details provided in a text are directly related to the purpose of the text (scientific article vs. diary)

**A student should understand
(Conceptual Understanding)**

- How within a complex text, authors create interactions between individuals, ideas, and events in order to support the central idea and purpose of the text.
- How over the course of a text, individuals, ideas, and events develop and change.

**A student should be able to do
(Evidence of Knowledge)**

- Outline the series of ideas or events presented in a text.
- Distinguish between important facts (based on the author's purpose for writing) and extraneous information.
- Identify the organizational structure used in a text, and evaluate how effectively that structure accomplishes the purpose for writing.
- Identify relationships between individuals, ideas, and events, and explain how these interactions contribute to the meaning of the text as a whole.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

analysis, series, connections, evidence, details, sequence, purpose, interactions

College- and Career-Readiness Standards for English Language Arts

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

RI.11.4

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 (e.g., how Madison defines *faction* in *Federalist No. 10*).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That words often have multiple meanings (connotation, denotation, figures of speech).
- That technical meaning refers to the words (or jargon) specific to a discipline or skill.
- That authors craft texts by specifically selecting words and phrases that contribute not only to the reader’s understanding, but also to the central idea of the text as a whole.
- That over the course of a text, an author’s word choices can establish:
 - Formal vs. informal tone
 - Sense of time and place
 - Potential bias

**A student should understand
(Conceptual Understanding)**

- How authors of informational texts use specific words and phrases to effectively “target” the intended audience (i.e. using specific, technical words in a textbook).
- How over the course of a text, an author may repeatedly use and refine a particular word. In such cases, readers must understand the entire text to capture the nuances of the word.
- That tone is the overall attitude toward the topic and audience that is implied in a literary text.

**A student should be able to do
(Evidence of Knowledge)**

- Define unfamiliar and/or critical words within a text through context “clues.”
- List multiple meanings of a word or phrase and identify the author’s intended meaning based on textual clues.
- Identify the tone of a text.
- Explain how an author’s word choice and/or use of figurative or connotative meaning contribute cumulatively to the meaning and tone of a specific text.
- Identify words or phrases that are used repeatedly within a text, and explain how the meaning changes or develops over the course of the text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

connotation, denotation, figurative meaning/language, tone, formal and informal tone, bias, cumulative impact, context, jargon, technical meaning

College- and Career-Readiness Standards for English Language Arts

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

RI.11.5

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An author’s claim is the position he/she takes regarding a given topic.
- That authors use specific text structures to organize ideas and claims:
 - Sequential Order
 - Chronological Order
 - Procedural Order
 - Cause and Effect
 - Problem and Solution
 - Spatial Order
 - Order of Importance
 - Description
- The structural segments of a text (i.e. sentences, paragraphs, etc.) develop and refine the larger text structure and the overall aim of the text.

**A student should understand
(Conceptual Understanding)**

- That authors select structures for both the exposition and actual argument to be clear, convincing, and engaging.
- The author’s attempts at clarity, persuasion, and engagement are not always effective and may lead to confusion and disinterest.
- A critical reader will analyze the structure used in the exposition and/or argument to determine if a different structure would have been more effective.

**A student should be able to do
(Evidence of Knowledge)**

- Identify and explain the structural patterns within a text.
 - Sentence structure
 - Organization patterns
 - Syntax
 - Diction
- Analyze and explain how an author’s ideas or claims are developed and refined by breaking down individual sections of the text.
- Evaluate the effectiveness of the author’s exposition or argument in terms of clarity, persuasion, and engagement by analyzing the structure of a text.
- Identify if an author was/was not effectively clear, convincing, and engaging and explain why or why not.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

developed, refined, claims, structural segments, sequential order, chronological order, procedural order, cause and effect, problem and solution, spatial order, order of importance, description, syntax, diction

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

RI.11.6

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An argument or claim is often backed with reasoned, logical evidence.
- That authors write from a specific point of view with a specific purpose in mind.
- That rhetoric refers to writing or speech that is intentionally persuasive and can be reasoned and logical, or it can appeal to emotions (i.e. propaganda techniques).
- That authors may employ rhetorical techniques to advance their point of view:
 - Appeals to emotion
 - Appeals to intelligence
 - Appeals to authority
 - Exaggeration
 - Logical fallacies

**A student should understand
(Conceptual Understanding)**

- When an author’s use of rhetoric is particularly effective, the combination of style and content create power, persuasiveness, and/or beauty within the text.

**A student should be able to do
(Evidence of Knowledge)**

- Identify the author’s point of view or purpose in a text.
- Identify and evaluate the author’s use of rhetoric and how that rhetoric advances or detracts from the point of view or purpose.
- Evaluate and explain the effectiveness of rhetoric in terms of style and content, especially when such rhetoric produces a sense of power, persuasiveness, or beauty.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

argument, claim, rhetoric, purpose, point of view, style, persuasiveness

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

RI.11.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- When presenting accounts of the same subject in different medium, writers/producers/etc. make choices as to which details to emphasize, marginalize, or exclude.
- When evaluating which details are emphasized, they must carefully consider the purpose for writing/presenting (i.e. to inform, to entertain, to persuade).

**A student should understand
(Conceptual Understanding)**

- That research questions and problems can be addressed with more than printed words.
- That writers/presenters can and should integrate a variety of source material to effectively answer research questions or solve problems.
- As with print sources, multimedia sources must be evaluated for reliability, credibility, and effectiveness in supporting the author's purpose.

**A student should be able to do
(Evidence of Knowledge)**

- Utilize a variety of sources of information from different formats (print, digital, video, audio, etc.) to address a question and/or solve a research problem.
- Evaluate the efficacy, reliability, and credibility of multiple sources of information.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

mediums, multimedia, details, emphasized, marginalized, purpose, integrate, research question, credibility

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CCR.R.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.

RI.11.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An argument is a reasoned, evidence-based position on a debatable topic.
- A claim is a specific detail or piece of evidence provided to support an argument.
- An effective argument depends upon valid reasoning and relevant, sufficient evidence.
- That false statements and fallacious reasoning (reasoning contrary to fact) weaken even the most appealing argument.
- That authors use rhetoric (both positive and negative) to further advance an argument.

**A student should understand
(Conceptual Understanding)**

- How throughout U.S. history, rhetoric and legal reasoning have been used in seminal documents.
- That seminal means to be influential, formative, groundbreaking, original, and/or innovative.
- The Constitution informs many literary nonfiction texts that form the foundation of American literature:
 - Presidential addresses
 - Court rulings
 - Opinion papers

**A student should be able to do
(Evidence of Knowledge)**

- Identify the primary argument of a seminal U.S. document, and trace the specific claims that support the argument, paying particular attention to the document’s relationship to constitutional principles and legal reasoning.
- Assess the reasoning and evidence provided to support a claim and/or argument.
- Distinguish between valid reasoning and fallacious reasoning.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

delineate, evaluate, argument, claims, valid, relevant, sufficient, false statements, fallacious reasoning, rhetoric, constitutional principles, premise, purpose, public advocacy, seminal

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CCR.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The context of historical documents.
- Tone, syntax, and mood affect the meaning of foundational documents.
- Influential, historical U.S. documents often deal with similar themes and concepts.
- The treatment of themes and concepts depends a great deal on the perspective and purpose of the author and text structure.
- Rhetorical devices impact the meaning and purpose of foundational documents.

**A student should understand
(Conceptual Understanding)**

- Foundational documents address common themes, concepts, and rhetorical features.
- Critical examination of foundational documents will reveal potential biases and author’s purpose.
- Historical documents will contain elements of historical time periods.
- An analysis of the theme and text structure of a foundational document will reveal the author’s purpose.
- Rhetorical features in foundational documents impact the meaning of the document.

**A student should be able to do
(Evidence of Knowledge)**

- Analyze U.S. documents of historical and literary significance in terms of literary merit (diction, syntax, word choice, rhetoric, etc.).
- Evaluate how historically significant documents address related themes and concepts.
- Evaluate the purposes and rhetorical features in foundational U.S. documents of literary and historical significance.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

seminal, significance, related themes and concepts, rhetoric, context, bias, purpose

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

RI.11.10

By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to identify in a literary nonfiction text:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)
- That literary nonfiction can be presented in various mediums, such as:
 - Text/Print
 - Photographs
 - Illustrations
 - Film
 - Audio recording

**A student should understand
(Conceptual Understanding)**

- How to comprehend and analyze:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)

**A student should be able to do
(Evidence of Knowledge)**

- Read and demonstrate comprehension of grade-level appropriate informational literature in a variety of formats.
- Read and demonstrate comprehension of high-end grade-level appropriate literature with scaffolding as needed at the high end of the range.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

comprehend, proficiently, scaffolding, key ideas, details, structural elements, grade-level appropriate

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.1a

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.
- A claim is a specific opinion or viewpoint expressed by a writer; a counterclaim is an opinion or viewpoint that is different from that of the writer.
- That reasons and evidence are provided to support a claim.
- That arguments are used to:
 - Change the reader’s point of view
 - Bring about some action on the reader’s part
 - Ask the reader to accept the writer’s evaluation of a topic

**A student should understand
(Conceptual Understanding)**

- How in presenting an argument to a particular audience, a writer must clearly establish the significance of the claim in relation to that audience.
- A strong argument acknowledges and disproves counterclaims.
- That logical organization is required to show the relationship and significance of claim(s), counterclaims, reasons, and evidence.

**A student should be able to do
(Evidence of Knowledge)**

- Choose a stance from which to argue.
- Write precise claim(s) in response to a specific topic.
- Identify and explain the significance of a claim in relation to the intended audience.
- Supply reasoned evidence to disprove/discredit opposing claims (counterclaims) when stating alternate or opposing claims within writing.
- Organize ideas to show the relationship between claim(s), counterclaims, reasons, and evidence.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

argument, precise, claim, counterclaim, organization, reasons, evidence, substantiate, support, acknowledge

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.1b

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A claim is a specific opinion or viewpoint; a counterclaim is an opinion or viewpoint that is different from that of the writer.
- That reasons and evidence are provided to support and develop a claim.
- That task and audience should inform the decisions of the writer concerning what information to include in an argument (background, potential concerns, etc.).
- How to recognize bias can weaken a writer’s stance and should be avoided. Instead, a writer should provide strengths and limitations of both claims and counterclaims strengthen the validity of the argument.

**A student should understand
(Conceptual Understanding)**

- That argumentative writing is not simple persuasion; instead, an argument should give the audience adequate, reliable information about both claims and counterclaims in order to make an informed decision.
- How in argumentative writing, claims and counterclaims should be developed fairly and thoroughly.
- That evidence should be selected based on relevancy and appropriateness for task, audience, and purpose.
- How to anticipate and address not only the audience’s knowledge level and concerns, but also their values and possible biases.

**A student should be able to do
(Evidence of Knowledge)**

- Write a reasoned, unbiased explanation of both claim(s) and counterclaim(s), giving equal attention to both.
- Identify and discuss the strengths and limitations of both claims and counterclaims in anticipation/reaction to the audience’s knowledge level, concerns, values, and possible biases.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

claim, counterclaim, supply, anticipate, knowledge level, concerns, bias, values

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.1c

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That words, phrases, and clauses are used to connect ideas and clarify relationships within a text by:
 - Strengthening the connection between the major sections of a text.
 - Making a text more unified, or cohesive.
 - Clarifying the relationship between elements of a text.
- How to recognize that reasons are provided to support a claim(s).
- How to acknowledge that evidence is provided to support a reason(s) through:
 - Examples
 - Statistics

**A student should understand
(Conceptual Understanding)**

- How to use varied syntax to link sections of a text, create cohesion, and clarify relationships between ideas.

**A student should be able to do
(Evidence of Knowledge)**

- Write sentences that use words, phrases, clauses, and varied syntax to link major sections of a text.
- Write sentences that use words, phrases, clauses, and syntax to create cohesion.
- Write sentences that use words, phrases, clauses, and syntax to clarify the relationships between:
 - Claim(s) and reasons
 - Reason(s) and evidence
 - Claim(s) and counterclaims

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

connect, phrase, clause, syntax clarify, relationship, reasons, evidence, claims, counterclaims

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to recognize that formal style is different from everyday discourse.
- That formal, objective writing is usually written from the third-person point of view.
- That writers use different techniques depending upon the intended audience, subject, and purpose.

**A student should understand
(Conceptual Understanding)**

- That each discipline (i.e. mathematics, science, etc.) has specific norms and conventions for writing, including (but not limited to):
 - Headings
 - Subheadings
 - Numbered lists
 - Charts/Graphs
 - Illustrations
 - Maps
- An objective tone presents information without bias or prejudice, with both claims and counterclaims being discussed and evaluated.

**A student should be able to do
(Evidence of Knowledge)**

- Identify discipline-specific norms and conventions within a document (ex. headings, subheadings, numbered lists, charts/graphs, illustrations, and maps).
- Write a discipline-specific document that demonstrates use of formal style and objective tone.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

establish, maintain, formal style, objective tone, norms, conventions, discipline

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.1e

Provide a concluding statement or section that follows from and supports the argument presented.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A conclusion gives closure to an argument by:
 - Restating the thesis/main idea.
 - Providing a call to action.
 - Expressing a final thought or opinion.

**A student should understand
(Conceptual Understanding)**

- The conclusion must provide a logical ending and sense of closure to an argument.
- A conclusion is not just a summary of the main idea.

**A student should be able to do
(Evidence of Knowledge)**

- Write a concluding statement or paragraph that supports the argument presented remembering to restate the main idea, provide a call to action, and express a final thought and/or opinion.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
conclusion, follows from, supports

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.2: 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.

W.11.2a

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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That informative/expository writing focuses on one topic and develops it fully.
- That ideas, concepts, and supporting information are connected.

**A student should understand
(Conceptual Understanding)**

- That authors intentionally use text structures (e.g., compare/contrast, cause and effect, procedure) to show connections and distinctions within complex texts.
- That authors organize ideas to build upon previous ideas and support future statements.
- How purposeful use of text features (e.g., headings, figures, tables, pictures) can help a reader better comprehend complex information.

**A student should be able to do
(Evidence of Knowledge)**

- Write an introductory sentence and/or paragraph.
- Organize ideas in sections that build upon the preceding section to create a unified whole.
- Utilize formatting (e.g., headings, graphics, and multimedia) to aid in comprehension.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

topic, complex ideas, connection, distinction, formatting, headings, graphics, figures, tables, multimedia, unified whole

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.2: 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.

W.11.2b

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That relevant, sufficient facts are necessary to develop a topic.
- That quotations should be punctuated properly depending upon their use in a sentence.
- How to recognize that writers choose supporting information that is appropriate to the audience’s knowledge of a topic.

**A student should understand
(Conceptual Understanding)**

- A topic can be supported with a variety of types of supporting information:
 - Facts
 - Extended definitions
 - Concrete details
 - Quotations
 - Examples
 - Other appropriate information

**A student should be able to do
(Evidence of Knowledge)**

- Distinguish between relevant and irrelevant facts that help develop the topic.
- Write a paragraph that uses a variety of supporting information to develop the topic thoroughly.
- Evaluate the audience’s prior knowledge of the topic and select support that is appropriate.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

develop, significant, relevant, extended definition, concrete details, quotations, examples

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.2: 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.

W.11.2c

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That authors use transition words to signal a change from one idea to the next.
- That transitions are needed to connect ideas within sentences, within paragraphs, and between paragraphs (coordinating conjunctions, correlative conjunctions, conjunctive adverbs, etc.).

**A student should understand
(Conceptual Understanding)**

- How to use varied syntax to link sections of a text, create cohesion, and clarify relationships between ideas.
 - Sentence patterns
 - Phrasal patterns
 - Sentence structure

**A student should be able to do
(Evidence of Knowledge)**

- Identify and use appropriate and varied transitions that link paragraphs.
- Write an essay that utilizes varied transitions between and within paragraphs to create cohesion, and clarify the relationships among complex ideas and concepts.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

transition, syntax, cohesion, clarify, complex ideas and concepts

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.2: 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.

W.11.2d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How precise language and domain-specific vocabulary are used to inform and explain complex topics, giving the reader more detailed information about topics that may be difficult to understand.
- That domain-specific means words that are specific to a certain topic.

**A student should understand
(Conceptual Understanding)**

- How to use figurative language to make complex ideas more accessible to the general public:
 - Simile
 - Metaphor
 - Analogy

**A student should be able to do
(Evidence of Knowledge)**

- Identify precise and domain-specific vocabulary within a text.
- Use precise and domain-specific vocabulary to write about a complex topic.
- Use figurative techniques to explain/discuss a complex topic.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

precise, domain-specific vocabulary, complexity, simile, metaphor, analogy

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.2: 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.

W.11.2e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to recognize that formal style is different from everyday discourse.
- That formal, objective writing is usually written from the third-person point of view.
- That writers use different techniques depending upon the intended audience and subject.

**A student should understand
(Conceptual Understanding)**

- That each discipline (i.e. mathematics, science, etc.) has specific norms and conventions for writing, including (but not limited to):
 - Headings
 - Subheadings
 - Numbered lists
 - Charts/Graphs
 - Illustrations
 - Maps
- An objective tone presents information without bias or prejudice, with both claims and counterclaims being discussed and evaluated.

**A student should be able to do
(Evidence of Knowledge)**

- Identify discipline-specific norms and conventions (ex. headings, subheadings, numbered lists, charts/graphs, illustrations, and maps) within a document.
- Write a discipline-specific document that demonstrates use of formal style and objective tone.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

establish, maintain, formal style, objective tone, norms, conventions, discipline

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.2: 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.

W.11.2f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A concluding statement or sections should logically support the information in the rest of the text.
- A conclusion should provide closure for the information or explanation that has already been presented.

**A student should understand
(Conceptual Understanding)**

- How in an informative/explanatory text, a concluding statement or section can:
 - articulate implications
 - point out significance

**A student should be able to do
(Evidence of Knowledge)**

- Determine what type of conclusion is effective and supportive based on the information or explanation provided.
- Write a conclusion that follows from and supports the information or explanation presented.
- Write a concluding statement or section that articulates the implications of an issue/topic.
- Write a concluding statement or section that points out the significance of an issue/topic.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

conclusion, articulate, implication, significance

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.3a

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A writer chooses the point of view from which to write based on the task, audience, and purpose.
 - 1st Person
 - 2nd Person
 - 3rd Person (limited, omniscient)
- A narrator (1st or 3rd person) relates the events of a narrative.

**A student should understand
(Conceptual Understanding)**

- The introduction of a text should:
 - Engage/orient the reader
 - Introduce the problem, situation, or observation, along with a statement of its significance
 - Introduce a narrator and/or characters
- That point of view can change over the course of a text.
- That experiences and/or events in a text should progress smoothly and logically.

**A student should be able to do
(Evidence of Knowledge)**

- Write an introduction for a narrative (real or imagined) that:
 - Is engaging
 - Sets out a problem, situation, or observation and discusses its significance
 - Establishes point of view
 - Introduces a narrator and/or characters
 - Progresses smoothly and logically from one event to the next

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

imagined narrative, engage, orient, significance, point of view, narrator, characters, progression, sequence

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.3b

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That narrative writers use a variety of techniques to develop the plot.
- That plot typically follows a predictable pattern:
 - Introduction
 - Rising action
 - Climax
 - Falling action
 - Resolution
- How to recognize that writers use direct and indirect characterization to develop characters.

**A student should understand
(Conceptual Understanding)**

- That narrative techniques include:
 - Dialogue
 - Pacing
 - Description
 - Reflection
 - Multiple plot lines
- A variety of techniques should be used to effectively develop the plot and characters.

**A student should be able to do
(Evidence of Knowledge)**

- Write a real or imagined narrative focusing on one narrative technique at a time:
 - Dialogue
 - Pacing
 - Description
 - Reflection
 - Multiple plot lines
- Write a real or imagined narrative that incorporates a variety of narrative techniques.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

narrative, dialogue, pacing, description, reflection, multiple plot lines, direct characterization, indirect characterization

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.3c

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 (e.g., a sense of mystery, suspense, growth, or resolution).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That because narratives relay events with time as the deep structure, they are often written in chronological/sequential order.
- That writers sometimes manipulate time to develop a coherent story.
- A variety of techniques can be used to manipulate time in a narrative:
 - Flashback
 - Flashforward
 - Dreams
 - Memories
- That events should build on one another to create a well-organized, logical sequence.
- That transitions show that events build on one another.

**A student should understand
(Conceptual Understanding)**

- How to intentionally sequence events to build toward a particular tone and outcome
 - Sense of mystery
 - Suspense
 - Growth
 - Resolution

**A student should be able to do
(Evidence of Knowledge)**

- Use a variety of techniques to logically sequence and connect events.
- Write a narrative using a variety of transitions to develop a coherent sequence of events.
- Establish and build to a particular tone and outcome.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

sequence, chronological, manipulate, flashback, flash forward, coherent, logical, transitions, mystery, suspense, growth, resolution

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That writers choose words that are PRECISE, relaying exactly what is meant.
- That details should be relevant and specific to the task.
- That imagery is created through the use of sensory language and vivid vocabulary.

**A student should understand
(Conceptual Understanding)**

- The development of characters, setting, and events relies on an author’s intentional use of:
 - Vivid language
 - Precise and purposeful words
 - Specific details
 - Sensory language
- How through incorporating a variety of sensory details, an author can appeal to a reader’s senses in multiples ways:
 - Visual imagery
 - Auditory imagery
 - Olfactory imagery
 - Kinesthetic imagery
 - Gustatory imagery

**A student should be able to do
(Evidence of Knowledge)**

- Identify an author’s use of precise words, specific details, and sensory language.
- Evaluate the effect of precise words, specific details, and sensory language on a text.
- Utilize a variety of techniques to convey a vivid picture of experiences, events, setting, and/or characters in a narrative.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

precise, sensory, vivid, imagery, visual, auditory, olfactory, kinesthetic, gustatory

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.3e

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The conclusion provides a logical resolution to the events of the narrative.
- A conclusion should support the overall theme/focus of the narrative.

**A student should understand
(Conceptual Understanding)**

- How often in the narrative mode, writers use reflection to conclude a writing.
- How through reflection, writers are able to convey experiences, observations, and resolutions.

**A student should be able to do
(Evidence of Knowledge)**

- Develop a conclusion that reflects on what is experienced, observed, or resolved in a narrative.
- Write a narrative that provides a reflective conclusion that follows from and supports what is experienced, observed, and resolved.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

conclusion, reflection, resolution

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.4

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.)

Desired Student Performance

A student should know (Prerequisite Knowledge)

- That task, audience, and purpose should inform a writer’s decisions.
- That style is an individual writer’s pattern of writing (diction, syntax, word choice, sentence patterns, etc.)

A student should understand (Conceptual Understanding)

- How writing is organized in various ways depending upon task, audience, and purpose:
 - Sequence/ chronological
 - Cause and Effect
 - Problem and Solution
 - Compare and Contrast
 - Spatial
 - Order of Importance
 - Description
- That academic writing is free from slang, abbreviations, texting language, etc.

A student should be able to do (Evidence of Knowledge)

- Analyze a writing prompt to identify:
 - Task
 - Audience
 - Purpose
- Select an organization structure that is appropriate to task, audience, and purpose.
- Write an organized paper/article that is clear and has fully developed ideas and style appropriate for the task and audience.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

coherent, development, organization, style, sequence, chronological, cause and effect, problem and solution, compare and contrast, spatial, order of importance, description

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.5

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 Language standards 1–3 up to and including Grades 11–12).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That writers must plan, revise, edit, rewrite, and sometimes try a new approach.
- That writers must identify the audience and purpose of writing in order to determine the appropriate response.

**A student should understand
(Conceptual Understanding)**

- How successful writers rarely produce a polished text in one writing session. Rather, a process of planning, writing, rereading, editing, and revising is used to ensure that the finished product is appropriate, complete, and free from errors.
- That conventions of standard English grammar should be utilized to strengthen writing.
- How planning, editing, and revising should take into consideration the audience and purpose.
- That acceptable style and tone vary from audience to audience.

**A student should be able to do
(Evidence of Knowledge)**

- Identify the audience and purpose for writing, along with any expectations concerning style and tone.
- Identify if/when writing requires planning, revising, editing, rewriting, or a new approach.
- Develop and strengthen writing by engaging in the writing process.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

planning, revising, editing, rewriting, new approach, significant, audience, purpose

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.6

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The basic keyboarding and computing skills.
- All texts, including those published online, must utilize appropriate citations.
- That in addition to print publishing, technology can be used to produce and publish writing.
- That information and sources can be linked through hyperlinks and embedded objects to produce dynamic and flexible products.

**A student should understand
(Conceptual Understanding)**

- That technology offers a variety of platforms for collaboration and shared work:
 - Blogs
 - Podcasts
 - Prezis
 - Wikis
 - Websites
 - Discussion boards
- That effective writers update individual and shared writing products in response to feedback.
- That new arguments and information should be added as necessary.

**A student should be able to do
(Evidence of Knowledge)**

- Use technology (ex. the Internet) to produce, revise, edit, and publish writing.
- Use technology to interact and collaborate with peers.
- Demonstrate use of technology to update individual and shared writing.
- Use technology to link appropriate sources of information.
- Use technology to update individual and shared writing with new arguments and information.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

produce, publish, update, shared writing, link, hyperlink, blog, podcast, Prezi, wiki, website, discussion board, cite, feedback

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

<p><u>W.11.7</u></p> <p>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.</p>	<p>Desired Student Performance</p>		
<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • That not all sources are reliable, and a researcher must be able to distinguish credible sources from sources that are not credible or reliable. • All sources used in research must be cited in the appropriate format (MLA, APA, Turabian, etc.). 	<p>A student should understand (Conceptual Understanding)</p> <ul style="list-style-type: none"> • A research topic or question can be altered based on the information available: <ul style="list-style-type: none"> ○ Narrowed if too much information is available ○ Broadened if too little information is available • That successful writers “weave” a variety of research materials into a text to provide a thorough discussion of the topic. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Generate and refine research questions. • Evaluate the credibility of sources. • Conduct short and more sustained research to answer a question or solve a problem. • Routinely incorporate (or synthesize) cited material, quotations, inferences, and other support into research writing. 	

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
research, self-generated question, narrow/broaden inquiry, synthesize, investigation

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11.8

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That not all sources (print/digital/ multimedia) are accurate or reliable; therefore, sources must be evaluated based on their usefulness in answering the research question.
- How plagiarizing is using another person’s words or ideas as one’s own.
- That textual evidence (sources) must be documented in the appropriate citation format (MLA, APA, Turabian, etc.)
- That multiple sources increase the reliability of one’s research.

**A student should understand
(Conceptual Understanding)**

- That researchers must assess the strengths and limitations of sources in terms of task, audience, and purpose.
- That overreliance on one source undermines the integrity of one’s research.
- That footnotes and endnotes can be used in citing evidence, based on the appropriate style guide.
- That information must be integrated selectively and intentionally to maintain the flow of ideas:
 - Lead-ins
 - Indirect quotations
 - Block quotes

**A student should be able to do
(Evidence of Knowledge)**

- Evaluate and choose multiple research sources based on relevancy and reliability.
- Use sources that are most appropriate based on task, audience, and purpose.
- Use a variety of sources without depending too heavily on one.
- Avoid plagiarism by correctly quoting and citing sources.
- Follow a standard citation formation (MLA, APA, Turabian, etc.) based on the subject under investigation.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

relevant, authoritative, print and digital sources, advanced search, integrate, flow of ideas, plagiarism, standard format (MLA, APA, etc.), textual evidence, documented, footnotes, endnotes, reliability, lead-ins, direct quotes, indirect quotes, block quotes

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

W.11.9a

Apply *Grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.11.9b

Apply *Grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That writing requires substantiation (text evidence) from literary or informational texts.
- That textual evidence can provide support for analysis, reflection, and research.

**A student should understand
(Conceptual Understanding)**

- That analysis depends on the writer’s interpretation of textual evidence.
- How during reflection, a writer must evaluate his/her conclusion(s)/claim(s) based on the evidence provided.
- How if a writer’s conclusion(s)/claim(s) is/are found to be unsound, revision is necessary.
- That research is a synthesis of text-based evidence from a variety of sources.

**A student should be able to do
(Evidence of Knowledge)**

- Incorporate textual evidence from literary and/or informational sources when writing.
- Evaluate a writer’s conclusion(s)/claim(s) based on textual evidence.
- Correctly incorporate textual evidence in research writing.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

substantiation, text evidence, analysis, reflection, research, literary source, informational source

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.W.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.

<p><u>W.11.10</u></p> <p>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.</p>	<p>Desired Student Performance</p>		
<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • That writing is conducted for a specific purpose. • That depending on the purpose and task, writing will require varying amounts of time. 	<p>A student should understand (Conceptual Understanding)</p> <ul style="list-style-type: none"> • That successful writers do not write to a specified page length. Rather, successful writers write until the task is complete. • How careful revision is part of the writing process that can take an extended amount of time. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Write regularly for a variety of purposes including informational research and literary analysis. • Write over extended time frames: <ul style="list-style-type: none"> ○ Research ○ Reflection ○ Revision • Write for short time frames: <ul style="list-style-type: none"> ○ One class period ○ An extended writing block ○ Two or more class periods 	

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
routinely, extended, task, audience, purpose, revision

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.1a

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- When it is appropriate to speak and when to listen.
- How to read a text independently and pick out evidence from a text that is relevant to the discussion.
- How to reference texts in a discussion with their peers.

**A student should understand
(Developing Understanding)**

- How to analyze information independently and be prepared to share that information in a class setting.
- That not all material is unbiased.
- The importance of contributing to class discussion by preparing in advance rather than simply relying on their opinion on a topic.

**A student should be able to do
(Evidence of Knowledge)**

- Support claims verbally with evidence from texts.
- Contribute to discussion using claims that are based on independent research rather than simply opinion.
- Evaluate the quality of information presented by peers in a discussion.
- Analyze the reasoning in their statements and those of peers.
- Make claims free of fallacies.
- Identify fallacies in claims.
- Apply this knowledge to more complex topics than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

prepared, researched, study, explicitly, refer, evidence, text, topic, issue, thoughtful, well-reasoned

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That civil discussion means polite discussions where everyone gets a voice and all opinions are heard.
- That *democratic* means everyone is equal.
- The importance of following protocol when working with small or whole groups to make decisions or work towards a goal.
- How to set individual goals.
- How to be respectful of alternate or opposing viewpoints in a class or group discussion.
- That an informal consensus could be a show of hands or roll call vote.

**A student should understand
(Developing Understanding)**

- The rules of collegial discussions and/or group work.
- The importance of setting and tracking goals when working with peers.
- The importance of setting and meeting deadlines to achieve certain goals when working with peers or individually.
- The importance of listening to peers.
- That they will have to work with peers in a college or workplace setting.

**A student should be able to do
(Evidence of Knowledge)**

- Track progress (through a chart or other form of self-evaluation) when meeting deadlines and following protocol for collegial discussions and decision-making.
- Set/write individual goals to help achieve group goals.
- Understand role in a group and how that role fits into the goal of the group.
- Present alternative views on a topic.
- Apply knowledge to more complex topics than Grades 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

civil, democratic, discussion, goals, deadlines, roles

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.1c

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to ask purposeful questions or contribute to a discussion in a productive way.
- How to speak when it is their turn to speak and not to interrupt others.
- How to stay on topic when having class discussions.
- How to appropriately disagree or challenge an idea made by a member of the class in a respectful way.

**A student should understand
(Developing Understanding)**

- The importance of posing meaningful questions when having a class/group discussion.
- How the current discussion fits into the larger theme of the unit of instruction or a larger topic/universal theme.
- The importance of hearing from others in a discussion setting.
- The importance of asking for clarification during discussions.
- That *divergent* means different and having different perspectives on a topic helps to understand the topic in its entirety.

**A student should be able to do
(Evidence of Knowledge)**

- Contribute to a discussion and stay on topic.
- Keep a conversation going by asking questions that are relevant and insightful.
- Ask for clarification of an idea or conclusion during discussion.
- Verify personal claims and those of others.
- Challenge ideas and conclusions of others with backup and evidence from reading/research.
- Hold other group members accountable for backing up their ideas and claims.
- Engage less vocal students into the conversation.
- Apply knowledge to more complex topics than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

propel, probe, conversations, discussions, themes, ideas, clarify, justify, challenge, conclusion, promote, divergent, creative, perspectives, claims, incorporate

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.1d

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That most topics will have different perspectives.
- What a summary is and how to summarize the main points of an argument
- How to justify their own views with evidence from a text.
- How to justify their own views with logical reasoning not just feelings.
- What logical reasoning is.
- That *synthesize* means to put together.
- That resolve means to have closure or solve an issue.
- That contradictions are opposing viewpoints.

**A student should understand
(Developing Understanding)**

- That they are to take an active role in discussions rather than being a passive listener.
- That most topics are not simple, black-and-white issues, that there are multiple viewpoints to consider, which makes listening to all sides important.
- The importance of thoroughly researching a topic or listening to all sides of a topic before drawing a conclusion.
- That to be career and college ready, they need to be able to organize the information presented to them in order to form their own ideas on an issue.

**A student should be able to do
(Evidence of Knowledge)**

- Summarize what a speaker says.
- Determine whether a speaker uses logical or fallacious reasoning.
- Determine whether what a speaker says is relevant to the argument or not.
- Justify reasons logically and free of fallacies.
- Apply what is learned in discussions and make new connections or, when necessary, change ideas in light of what was learned.
- Qualify or set boundaries for beliefs and reasoning.
- Combine research and claims made by other speakers to come to a conclusion.
- Determine if enough information is present to complete a task or if more information is needed.

College- and Career-Readiness Standards for English Language Arts

			<ul style="list-style-type: none"> • Organize information from different sources and speakers in a chart. • Speak on various topics, showing knowledge of various viewpoints. • Apply this knowledge to more complex topics than 9-10.
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: diverse, perspective, synthesize, agreement, disagreement, warranted, qualify, verify, challenge, reasoning, claim, viewpoints, logical, fallacy, evidence, contradiction, investigation</p>			

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Desired Student Performance

A student should know (Prerequisite Knowledge)

- That media is a form of communication, which can include written texts, videos, newspapers, and online sources.
- That information can be presented in various forms including written text, charts, graphics, audio, and art.
- That *quantitatively* means that the information can be measured.
- That *orally* means spoken.
- How to determine if a speaker's reasoning and claims are sound or not.
- That credible and valid sources are those that use reliable data and are free from bias.

A student should understand (Developing Understanding)

- What a reliable source is.
- How and where to find valid and credible sources for a given topic.
- That not all sources are valid or credible.
- The importance of making decisions based on valid, reliable information.
- That to be college and career ready they need to be able to compile research from sources of different media and present that information in a way that covers all sides and points out how sources differ from each other.
- That being able to solve problems through the use of careful research is an essential skill of college and career readiness.
- A discrepancy is disagreement or variance in point of view.

A student should be able to do (Evidence of Knowledge)

- Synthesize information from different sources, recognizing similarities and differences.
- Evaluate the validity of sources.
- Identify information in sources that is false or fallacious.
- Identify information in sources that may be biased.
- Check the validity of statements believed to be false.
- Note discrepancies among different sources in writing, speaking, and reading utilizing a chart or other graphic organizer, and transferring their findings into a finished product.
- Apply this knowledge to more complex topics than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

integrate, multiple sources, format, diverse media, visually, quantitatively, orally, credibility, accuracy, evaluate, bias, valid, validity, discrepancies, solve problems

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.11.3

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That point of view means that perspective from which something is told.
- That reasoning is a speaker’s use of logic and that good reasoning should be based on facts and free of fallacies.
- That rhetoric deals with speaking and the way a speaker uses language to achieve a purpose.
- A speaker’s premise is a statement assumed to be true for the point of argument.
- A fallacy is something that is false or misleading.
- If information presented is relevant to a discussion or not.
- That exaggerated means presenting information in a way to make it appear better or worse than it is.

**A student should understand
(Developing Understanding)**

- What fallacies are and some common logical fallacies: slippery slope, straw man, etc.
- What the speaker’s point of view is and if his/her point of view might lead him/her to be biased.
- A speaker’s choice of words or diction helps him/her achieve a purpose.
- A speaker’s stance on an issue can affect how/she presents information and links ideas together.
- A speaker’s stance on an issue can also determine which points he/she wishes to emphasize.
- That to be college and career ready they need to be analytical thinkers who listen discerningly and are able to make their own judgments about the

**A student should be able to do
(Evidence of Knowledge)**

- Evaluate if what a speaker says is valid and true.
- Identify fallacies in a speaker’s reasoning.
- Verify if the speaker’s premise is true or not.
- Evaluate a speaker’s words and tone and determine how it helps the speaker achieve his/her purpose.
- Evaluate whether the speaker’s stance is justified based on the evidence the speaker gives.
- Apply this knowledge to more complex topics than 9-10.

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	<ul style="list-style-type: none"> • That distorted information is information that is false or misrepresented in some way. • A speaker’s stance is his/her point of view or “side” on a topic. • That tone is the attitude a speaker has towards his/her subject. 	<p>information the speaker is presenting.</p>	
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: integrate, multiple sources, format, diverse media, visually, quantitatively, orally, credibility, accuracy, evaluate, bias, valid, validity, stance, premises, links, word choice, emphasis, tone</p>			

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.4

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to research information for a presentation.
- How to synthesize information from different sources into one product.
- That *concisely* means to shorten information without changing the meaning.
- That different organizational structures and how to use them to achieve a purpose – i.e. cause/effect, process, chronological, problem/solution.
- What their purpose, audience, and task are for a presentation.
- How to present information in a formal setting (such as a presentation) and an informal setting (such as group discussion).
- That argumentative writing and speaking will address the counter argument as well as their argument. Students

**A student should understand
(Developing Understanding)**

- The importance of providing information appropriate to a specific audience, purpose, and task.
- How to adjust their presentation for information to fit a specific audience.
- How to transition from presenting information as writer to presenting information as a speaker.
- That they will have to present information orally in college and in many careers.
- That good public speaking requires not only speaking loud enough for all to hear but also using tone and inflection in delivery to help achieve a purpose.
- That good presentations and public speaking requires preparation and practice.

**A student should be able to do
(Evidence of Knowledge)**

- Participate and contribute orally in group discussions, formal presentations, formal/informal debates, etc.
- Present an argument along with address the counterargument and a rebuttal to the argument.
- Write an outline for a presentation.
- Synthesize information from multiple sources, organizing that information in a way that is easy for listeners to follow.
- Adjust style of delivery to be appropriate for the audience.
- Use PowerPoint, Prezi, websites, and other digital media and sources to present information to an audience.
- Judge what information is appropriate for the task and what information is extraneous when preparing a presentation.
- Support the information presented with sources that are

College- and Career-Readiness Standards for English Language Arts

	<p>cannot ignore the counter argument but must address and refute it.</p>		<p>reputable and valid and cite those sources in a presentation in an appropriate way. By saying, “According to. . .” of having a bibliography/works cited when needed.</p> <ul style="list-style-type: none"> • Deliver a presentation in a clear voice, speaking loud enough for all to hear. • Add tone and inflection to their voice in a presentation to help achieve their purpose. • Practice presentations before delivering them. • Apply this knowledge to more complex topics than 9-10.
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: present, clearly, concisely, logically, organization, line of reasoning, development, substance, style, appropriate, task, purpose, audience, tone, inflection, orally, voice, alternative, opposing, perspectives, formal, informal</p>			

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to use various forms of digital media – PowerPoint, Prezi, etc. and how to find other forms of digital media – videos, graphs, etc.
- How to outline, organize, and deliver a presentation of information they have researched.
- How to find information that is appropriate for their topic and presentation.

**A student should understand
(Developing Understanding)**

- That the use of digital media in a presentation should be used to support their purpose and/or claim or to provide background information.
- The use of digital media is not simply to make a presentation “look good” but it should add to or support the information in the presentation.
- That in our world of technology, being able to incorporate digital media into a presentation is not only essential for college readiness but also a marketable job skill.

**A student should be able to do
(Evidence of Knowledge)**

- Use textual evidence from reputable sources in a presentation and cite sources.
- Locate or make graphs and charts to present information in a visual format.
- Locate and insert audio and video clips into a presentation (such as PowerPoint, Prezi, etc.) and cite the source(s).
- Present information in a way (PowerPoint, Prezi, etc.) that allows viewers to explore the information at their own pace.
- Find digital media that is reputable and valid and use that media to enhance presentation rather than simply make it visually pleasing.
- Apply this knowledge to more complex topics than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

strategic, digital media, textual, graphical, audio, visual, interactive elements, presentations, enhance, understanding of findings, reasoning, evidence, add interest, cite, evidence, sources, reputable, valid

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

SL.11.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That formal English is that which is used in business and academic settings.
- That formal English is free from slang, contractions or abbreviations, instant messaging use of words or spellings, idioms, and other colloquialisms.
- That context means that which surrounds a situation or text.
- That their given task will determine the purpose of their speech and presentation.

**A student should understand
(Developing Understanding)**

- The need to adapt their speech to suit a specific audience or topic.
- That formal English is used in college classrooms and in most work environments.
- The importance of using formal English so that one presents oneself in a professional manner.

**A student should be able to do
(Evidence of Knowledge)**

- Use formal English when making presentations.
- Use formal English in writing including any written aspect of a presentation.
- Use different styles of speech to adapt to different audiences.
- Adapt speech, word choice, and delivery depending on the purpose of the task – for example, using persuasive appeals when trying to convince an audience versus using facts and data when trying to inform.
- Apply this knowledge to more complex topics than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Adapt, formal English, contexts, tasks, demonstrate, appropriate, audience, professional

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11.1a

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to use correct parallel structure.
- The function of verbals (gerunds, participles, infinitives) and their function in sentences.
- How to form and use verbs in the active and passive voice
- How to form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
- How to recognize and correct inappropriate shifts in verb voice and mood.
- How to explain the function of phrases and clauses and their function in specific sentences.
- How to choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- How to place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**A student should understand
(Developing Understanding)**

- The importance of writing with correct usage and how to look up usage rules in text or digital sources.
- That writing correctly is important as a part of good communication.
- That usage and grammar rules have and do change over time.
- How to apply usage rules of writing to speaking as well.
- How knowing how to correctly use usage rules, along with all rules of language, are important to being college and career ready.

**A student should be able to do
(Evidence of Knowledge)**

- Write with correct usage and apply these rules to speaking, presentations, and other forms of communication.
- Use reference materials (print or digital) to refer to the rules for correct usage.
- Understand that usage rules change, and, therefore, need to make sure they are referencing the most current guide.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

usage, convention, contested, apply, rules

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade			
CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<p><u>L.11.1b</u></p> <p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	Desired Student Performance		
	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • How to use reference material to guide them in using correct usage. • That usage rules change over time. • That usage rules can differ depending on the style of writing or which reference guide they are using. 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • The importance of knowing which reference guide the teacher wants them to use. • That they need to refer to the latest edition of the assigned reference guide. • That different schools, departments, and career fields use different reference guides. • The importance of communicating clearly. • The importance of citing sources and giving credit when using sources. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Use the correct reference guide dictated by their course of study or assignment. • Access reference guides online. • Apply the rules for usage dictated by the reference guide to their own writing. • Apply this knowledge in more complex texts than 9-10.
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: resolve, complex, contested, consult, reference guide, usage</p>			

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11.2a

Observe hyphenation conventions.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to use hyphens when writing compound numbers – for example, *twenty-two*.
- How to hyphenate spelled out fractions.
- What the parts of speech are so that they can determine if two words are working together as one word.
- The prefixes so they can determine if a prefix and its root word needs to be hyphenated.
- How coordinating adjectives are two adjectives of equal value that modify the same noun.

**A student should understand
(Developing Understanding)**

- That compound verbs or verbs with two words can be written as one word or hyphenated.
- That they need to look words up in the dictionary to be sure of the correct spelling.
- How to hyphenate two or more adjectives when they come before a noun and act as a single idea.
- When compound adverbs are used before a verb (and do not end in *-ly*), the adverbs are hyphenated. When the adverbs are after the verb, they are not hyphenated.
- That hyphens are NOT used to separate coordinating adjectives.
- How to hyphenate prefixes before proper nouns.
- How NOT to hyphenate a prefix and root word if the prefix and root word end and begin with different vowels. However, if the prefix and suffix begin and

**A student should be able to do
(Evidence of Knowledge)**

- Use hyphens correctly in writing and any other form of written communications.
- Refer to a reputable usage guide or dictionary for the correct spelling of a word when in doubt.
- Apply this knowledge in more complex texts than 9-10.

College- and Career-Readiness Standards for English Language Arts

		<p>end with the same vowel, DO hyphenate them. The exception to the rules would be double <i>ee</i>'s and <i>oo</i>'s. They are not hyphenated.</p> <ul style="list-style-type: none"> • How to hyphenate the prefix <i>ex</i>-. • How to use the hyphen with the prefix <i>re</i>- only when it means again and when removing the hyphen can cause confusion with another word. 	
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: hyphen, hyphenation, refer, prefix, compound words, root word, noun, verb, adjective, adverb</p>			

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11.2b

Spell correctly.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The Latin prefixes and suffixes: *ab, abs, ad, bi, circum, com, con, contra, de, ex, in, inter, intra, per, pro, re, retro, semi, sub, super, trans*
- How to spell common easily confused words.
- Students know to form the plural of a word by adding *s* or *es*.
- How to form the plural of words that end with the letters *s, x, z, ch, sh*.
- How to form the plural of nouns that end in a consonant and *y*.
- How to form the plural of nouns that end in a vowel and *y*.
- How to form the plural of nouns that end in *f* or *fe*.
- How to form the plural of nouns that end in *o*.
- How to correctly spell and use different homophones. For example, *hear, here; there, their, they're*, etc.

**A student should understand
(Developing Understanding)**

- That spelling correctly is part of good writing.
- That good word choice enhances writing and makes reading more enjoyable.
- That contractions are not used in formal writing.

**A student should be able to do
(Evidence of Knowledge)**

- Correctly spell grade-appropriate words.
- Recognize misspellings when editing their writing and the writing of their peers.
- Apply the rules of spelling to unfamiliar words.
- Determine the meaning of unfamiliar words based on context.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

spell, demonstrate, evaluate, prefix, suffix, homophones

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.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.11.3a

Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Syntax refers to word order.
- Various syntactical structures.
- The arrangement of words in a sentence expresses its intended meaning.
- Syntax creates voice.
- Clauses contain a subject and a verb.
- Different types of clauses- independent, dependent; noun, relative, adverbial.
- Sentence parts- subjects, verbs, direct objects, predicate adjectives, indirect objects.

**A student should understand
(Developing Understanding)**

- Students should understand that writers vary the combination of words in their writing to achieve a purpose and have an intended effect on the reader/audience. Speakers use syntax to convey a purpose.
- Speakers use syntax to convey a purpose.
- Students should continue to understand how language functions and how to apply the rules of language to their writing, reading, and speaking.
- Reference materials such as *Tufte's Artful Sentences* demonstrate how sentence forms and patterns contribute to the meaning and craft of writing.

**A student should be able to do
(Evidence of Knowledge)**

- Analyze the syntax in a complex text and evaluate how the syntax contributes to the work as a whole when reading and listening to text.
- Vary their writing and speaking for effect.
- Refer to reference guides when writing and editing sentences as needed to help achieve the desired effect.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

syntax, reference, consult, complex text, sentence structure, parts of speech, clause, phrase

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections.
- The sentence parts – subjects, verbs, direct objects, predicate adjectives, indirect objects.
- How read texts on grade-level and determine the main idea of a text.
- How to use knowledge of Greek prefixes and suffixes to help determine meaning of unknown words.

**A student should understand
(Developing Understanding)**

- That context is anything that surrounds a text – history, culture, subject matter, etc.
- That author’s use word choice to suit their purpose – to inform, to persuade, to tell a story, etc.
- How different sentence patterns and use that knowledge to determine the part of speech of the unknown word.
- That words have multiple meanings.

**A student should be able to do
(Evidence of Knowledge)**

- Determine what part of speech the unknown word or phrase is in the context of the sentence/paragraph.
- Apply knowledge to Greek prefixes and suffixes to help determine meaning of unknown word(s) or phrase(s).
- Retain knowledge of new word(s) and use it in writing.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
determine, clarify, context, phrase, prefix, suffix, retain

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11.4b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections.
- That prefixes such as *be-*, *de-* or *en-* and suffixes *-ify*, *-ize*, *-ate*, or *-en* often indicate a verb.
- That suffixes such as *-er*, *-ice*, *-ness*, *-sion*, *-ance*, *-ment*, *-hood*, *-dom*, *-cy*, *-ist*, *-ty*, and *-ship* indicate a word is a noun.
- That suffixes such as *-ful*, *-eous*, *-y*, *-ish*, *-ble*, *-ial*, *-ent*, *-less*, *-ng*, *-ly*, *-ar*, and *-ive* indicate an adjective.
- That suffixes such as *-ly*, *-wise*, and *-wards* indicate an adverb.

**A student should understand
(Developing Understanding)**

- That words have roots that do not change meaning regardless of the prefix or suffix.
- How to form the different forms of a word by changing its prefix and suffix.

**A student should be able to do
(Evidence of Knowledge)**

- Determine which part of speech a word needs to be in the context of a sentence or passage.
- Use the correct form of a word in their writing.
- Determine the meaning of unknown words based on knowledge of root words and prefixes and suffixes.
- Determine the meaning of unknown words in grade-level texts based on the context of the word in the sentence or passage.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

determine, context, prefix, suffix, use

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11.4c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That dictionaries (print and digital) are used to find word meanings, parts of speech, and pronunciations.
- That glossaries are located in the back of texts and are used to define words based on the context of the text.
- The parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections.
- That thesauruses (print and digital) are used to find synonyms and antonyms.
- That synonyms are words that have the same or closely the same meaning.
- That antonyms are words that have opposite meanings.
- That etymology means the study of word origins and how

**A student should understand
(Developing Understanding)**

- That words have different meanings based on the context in which they are used.
- That dictionaries, glossaries, and thesauruses will give the root word and often give alternative forms of a word to use for different parts of speech.
- That words have prefixes and suffixes that can change the meaning and/or part of speech of a word.
- That dictionaries, glossaries, and thesauruses are arranged alphabetically.
- That words meanings change over time and should consult a reference guide for the correct and current usage.
- That to be college and career ready, it is important to know not only a wide range of words but also how to use reference

**A student should be able to do
(Evidence of Knowledge)**

- Use print and digital dictionaries.
- Use print and digital glossaries.
- Use print and digital thesauruses
- Determine which meaning best fits with the context of the word when words have multiple meanings.
- Look up a word’s part of speech and be able to use it appropriately in a sentence.
- Locate a word’s pronunciation guide and pronounce it correctly.
- Use a reference guide to trace the origin of a word and how it has changed over time.
- Apply this knowledge in more complex texts than 9-10.

College- and Career-Readiness Standards for English Language Arts

	<p>words have changed over time.</p> <ul style="list-style-type: none"> • That standard usage refers to how a word, phrases, or clause is used in standard formal English. 	<p>guides to assure their proper usage.</p>	
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: determine, context, etymology, usage, prefix, suffix, use, dictionary, glossary, thesaurus, evaluate, pronunciation, synonym, antonym, print, digital, part of speech</p>			

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11.4d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- How to look up word or phrase meanings in a dictionary.
- How to infer word or phrase meanings based on context clues.
- That *preliminary* means first.

**A student should understand
(Developing Understanding)**

- That words have different meanings.
- That word or phrase meanings can change based on context.
- That words have roots, prefixes, and suffixes that can help determine meaning.
- That words can have different forms for different parts of speech.

**A student should be able to do
(Evidence of Knowledge)**

- Make a preliminary determination of the meaning of a word or phrase based on the word or phrase’s context.
- Use a dictionary to look up word meanings.
- Evaluate how close the preliminary meaning was to the true meaning of the word or phrase.
- Evaluate which meaning is appropriate for the context of the word or phrase if a word or phrase has multiple meanings.
- Use a new word or phrase correctly and appropriately, changing the word’s form as needed.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

determine, context, prefix, suffix, use, dictionary, preliminary, infer, phrase

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

L.11.5a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That hyperboles are exaggerations writers and speakers use to emphasize a point.
- A paradox is a statement that seems contradictory but on further study has truth to it.
- That idioms are expressions that do not mean what they literally say.
- The other forms of figurative language such as metaphors, similes, euphemisms, and oxymorons can be used as figures of speech.
- That nuances are slight differences in meaning and that word phrases have different nuances based on their context.

**A student should understand
(Developing Understanding)**

- That writers use figures of speech to achieve a specific effect.
- That writers use metaphors and similes as figures of speech to make comparisons.
- That writers use hyperboles as figures of speech to emphasize a point.
- That writers use euphemisms to soften a point.
- That writers use oxymorons to show a juxtaposition of words or ideas or to show a paradoxical event. Writers use oxymoron to make readers think and take notice of what is being described.
- That idioms are used in everyday life and are not meant to be literal.
- That to be college and career ready, they need to be able to read higher-level texts, which include sophisticated figurative language.

**A student should be able to do
(Evidence of Knowledge)**

- Recognize a figure of speech and explain its effect on the piece of writing.
- Distinguish between overused figures of speech and original figures of speech.
- Evaluate the use of a figure of speech in a piece of writing and evaluate whether the figure of speech achieves the author’s purpose.
- Enhance writing by correctly using original figures of speech to help achieve a purpose in writing.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

figurative language, word relationships, nuances, figures of speech, euphemism, oxymoron, idiom, metaphor, simile, hyperbole, paradox, distinguish, overused, juxtaposition, contradictory, expression, evaluate

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

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

L.11.5b

Analyze nuances in the meaning of words with similar denotations.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- That nuances are slight differences in meaning, tone, or feeling.
- That *denotation* means the dictionary definition of a word.
- That many words have more than one meaning.
- That connotation is the feeling or emotion that is associated with a word.
- That words can have similar denotations but different connotations – i.e. eager and anxious.

**A student should understand
(Developing Understanding)**

- That nuances in language add a rich complexity to language, helping writers not only be more specific but also to convey more emotions and meanings in their writing.
- That good writers use less traditional means or connotations of words to help achieve their purpose and add variety to language.

**A student should be able to do
(Evidence of Knowledge)**

- Use context clues to determine the denotation and connotation of a word as it is used in its context.
- Determine the difference between two (or more) words with similar denotations by the context in which the words are used.
- Justify the author’s word choice based on the purpose of the writing.
- Choose words for writing that help convey purpose and meaning.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

figurative language, word relationships, nuances, word meanings, denotation, connotation, determine, convey

College- and Career-Readiness Standards for English Language Arts

Eleventh Grade

CCR.L.6: Acquire and use accurately 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.

L.11.6

Acquire and use accurately 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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The grade-appropriate words and vocabulary.
- That domain-specific means words that are specific to a certain topic.
- When reading, writing, and speaking, how to correctly use grade-appropriate words.
- How to use context clues to determine meaning for unfamiliar words.
- How to use text and electronic sources to locate word meanings.

**A student should understand
(Developing Understanding)**

- That they should be able to determine a word’s meaning in reading, writing, speaking, or listening by using their knowledge of language and context clues.
- That they will be expected to use and know age-appropriate and task-appropriate words in reading, speaking, and listening in college and in the workplace.
- The importance of expanding their general vocabulary.

**A student should be able to do
(Evidence of Knowledge)**

- Determine the meaning of words using context clues.
- Locate the meanings of unknown words in print dictionaries or through online dictionaries.
- Use new words correctly.
- Incorporate new words into vocabulary and be able to use them independently and appropriately.
- Apply this knowledge in more complex texts than 9-10.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:

academic words, domain-specific words and phrases, sufficient, reading, writing, speaking, listening, college and career readiness level, demonstrate, independence, vocabulary, comprehension, expression