

# Grade 11

Adopted 2023

## Reading Comprehension

### Reading Fundamentals

- RF.** Provide an objective summary of a text. [11.RC.1.RF](#)
- RF.** Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another. [11.RC.2.RF](#)
- RF.** Cite text evidence that strongly and thoroughly supports an analysis of what a text states and what the details imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text. [11.RC.3.RF](#)
- RF.** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. [11.RC.4.RF](#)

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### Reading Literature

- RL.** Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text. [11.RC.5.RL](#)
- RL.** Explain how syntax contributes to the overall meaning and/or style of a text. [11.RC.6.RL](#)
- RL.** Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire. [11.RC.7.RL](#)
- RL.** Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text. [11.RC.8.RL](#)
- RL.** Analyze how two or more influential literary works from the same era address similar themes. [11.RC.9.RL](#)
- RL.** Identify themes in works of American literature (1930-present), including the ways American writers incorporate ancient, mythological, and/or religious stories into their writings. [11.RC.10.RL](#)
- RL.** Identify themes in works of American literature, noting the dominant traits from Puritan, Colonial, American Romanticism, Transcendentalism, Realism, Naturalism, Modernist, and Contemporary periods. [11.RC.11.RL](#)

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## Reading Information

- RI. Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text. **11.RC.12.RI**
  - RI. Evaluate the syntax of a text, including the extent to which the points are clear, convincing, and engaging. **11.RC.13.RI**
  - RI. Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text. **11.RC.14.RI**
  - RI. Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem. **11.RC.15.RI**
  - RI. Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and U.S. seminal documents. **11.RC.16.RI**
  - RI. Analyze documents of historical significance for their literary and rhetorical features, including U.S. documents when appropriate. **11.RC.17.RI**
  - RI. Identify central ideas in works of literary nonfiction from English and American literary history, including works written after 1930. **11.RC.18.RI**
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## Writing

### Style

- S. Compose an argument about a complex topic:
  - Develop defensible and significant claims.
  - Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values.
  - Maintain a cohesive argumentative structure throughout.
  - Provide relevant commentary to connect claims to the reasons and evidence.**11.W.1.S**
- S. Write to inform about a complex topic:
  - Develop a topic addressing the most significant and relevant evidence.
  - Organize ideas, concepts, and information, using major sections and subtopics.
  - Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
  - Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.**11.W.2.S**
- S. Write to express real or imagined experiences and/or events:
  - Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
  - Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
  - Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
  - Use narrative techniques effectively.**11.W.3.S**

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## Production

- P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. **11.W.4.P**
- P. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. **11.W.5.P**
- P. Use a variety of sentence types effectively. **11.W.6.P**
- P. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence. **11.W.7.P**
- P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. **11.W.8.P**
- P. Write with stamina over extended periods of time. **11.W.9.P**
- P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. **11.W.10.P**
- P. Include headings, graphics, and various multimedia to support ideas and information. **11.W.11.P**
- P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. **11.W.12.P**

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## Research

- R. Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate. **11.W.13.R**
- R. Assess the credibility and accuracy of sources, using scholarly databases when appropriate. **11.W.14.R**
- R. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. **11.W.15.R**
- R. Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography. **11.W.16.R**

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## Vocabulary

1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. **11.V.1**
2. Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English. **11.V.2**
3. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. **11.V.3**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
  - Use common Greek or Latin affixes and roots (i.e., morphology),
  - Trace the origins of words (i.e., etymology),
  - Use context,
  - Consult reference materials to clarify pronunciation and/or parts of speech or resolve issues of complex or contested usage, and/or
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.**11.V.4**
5. Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally. **11.V.5**
6. Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience. **11.V.6**
7. Analyze the role of figurative language in context, including hyperbole and paradox. **11.V.7**

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## Collaborative Communication

### Speaking and Listening Comprehension

- SLC.** Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately. **11.CC.1.SLC**
- SLC.** Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately. **11.CC.2.SLC**
- SLC.** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. **11.CC.3.SLC**
- SLC.** Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed. **11.CC.4.SLC**
- SLC.** Integrate non-textual information from diverse forms of multimedia, evaluating the credibility and accuracy of sources. **11.CC.5.SLC**
- SLC.** Evaluate a speaker's perspective, reasoning, rhetoric, and use of evidence, assessing the effectiveness. **11.CC.6.SLC**

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## Presentation

- P. Present claims, findings, and supporting evidence concisely, logically, and appropriately to purpose, audience, and task. **11.CC.7.P**
- P. Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate. **11.CC.8.P**
- P. Include relevant multimedia to enhance understanding of findings, reasoning, and evidence. **11.CC.9.P**
- P. Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing. **11.CC.10.P**
- P. Demonstrate command of standard English when indicated or appropriate. **11.CC.11.P**
- P. Recite a passage from a well-known poem, play, or speech. **11.CC.12.P**

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## Language

### Structure

- S. Ensure pronouns have a clear antecedent and are appropriate in number and person. **11.L.1.S**
- S. Use verbs effectively. **11.L.2.S**
- S. Correct misplaced and dangling modifiers. **11.L.3.S**
- S. Vary syntax for effect, consulting references for guidance as needed. **11.L.4.S**
- S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. **11.L.5.S**
- S. Use parallel structure. **11.L.6.S**

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### Conventions

- C. Introduce a list, quotation, or clarification, using a colon. **11.L.7.C**
- C. Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable. **11.L.8.C**
- C. Separate elements in a sentence, using hyphens, commas, ellipses, dashes, and semicolons. **11.L.9.C**
- C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. **11.L.10.C**