

**ENGLISH LANGUAGE ARTS  
GRADE 11 ESSENTIAL CURRICULUM**

**READING LITERATURE**

<b>RL1 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.</b>	
	<ol style="list-style-type: none"><li>1) Demonstrate the behaviors of a strategic reader.</li><li>2) Participate actively and appropriately in discussions about literature.</li><li>3) Use knowledge of language and its conventions when speaking and writing.</li><li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li><li>5) Analyze text clues that affect meaning.</li><li>6) Analyze relevant denotative, connotative, and figurative language.</li><li>7) Analyze and evaluate available evidence for thoroughness, completeness, and relevance.</li><li>8) Explain and analyze complexities and ambiguities in a work of literature.</li></ol>
<b>RL2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</b>	
	<ol style="list-style-type: none"><li>1) Participate actively and appropriately in discussions about literature.</li><li>2) Use knowledge of language and its conventions when speaking and writing.</li><li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li><li>4) Objectively summarize a text by including the appropriate details.</li><li>5) Analyze ideas, literary techniques, and specific details in a text that develop multiple themes or central ideas.</li><li>6) Analyze how multiple themes interact in a text and explain how they clarify and extend meaning.</li></ol>
<b>RL3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</b>	
	<ol style="list-style-type: none"><li>1) Participate actively and appropriately in discussions about literature.</li><li>2) Use knowledge of language and its conventions when speaking and writing.</li><li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li><li>4) Demonstrate an understanding that an author deliberately makes choices that develop the narrative elements.</li><li>5) Analyze and explain how an author’s choices impact the development and interaction of the narrative elements in a specific text.</li></ol>
<b>RL4 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.)</b>	

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	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>4) Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language.</li> <li>5) Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone.</li> <li>6) Analyze, explain, and evaluate the cumulative impact of an author’s deliberate manipulation of language (word choice, diction, structure) on meaning, imagery, mood, and tone.</li> </ol>
<b>RL5 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>4) Explain, analyze, and evaluate the structural characteristics complex narrative texts and use those characteristics when interpreting texts.</li> <li>5) Analyze and explain how an author’s deliberate manipulation of the internal structures of a text contributes to its overall structure, meaning, and effect.</li> <li>6) Analyze the effect of an author’s decision on where to begin and/or end a story               <ol style="list-style-type: none"> <li>a) choice of a comedic or tragic resolution</li> </ol> </li> </ol>
<b>RL6 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).</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>4) Analyze and evaluate the appropriateness of a specific tone and/or shift in tone for a particular purpose, character, speaker, or situation.</li> <li>5) Analyze and explain the implied meaning of the text.</li> <li>6) Distinguish among types of irony (e.g., verbal, situational, dramatic).</li> <li>7) Analyze and evaluate the overall effect of the use of irony and its impact on achieving the author’s purpose.</li> <li>8) Analyze the characteristics of particular literary subgenres (e.g., satire, farce, sarcasm, understatement, parody, allegory) as they create meaning and achieve the author’s purpose.</li> </ol>
<b>RL7 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.)</b>	

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	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms.</li> <li>2) Participate actively and appropriately in discussions about literature.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>5) Compare and contrast significant ideas between multiple interpretations of the source text</li> <li>6) Analyze and evaluate the effectiveness of an author’s interpretation of themes or central ideas found in different versions of a story, drama, or poem.</li> <li>7) Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in multiple interpretations of a story, drama or poem.</li> </ol>
<b>RL8 (not applicable to literature)</b>	
<b>RL9 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>4) Analyze and explain themes common to specific time periods in American history.</li> <li>5) Compare and contrast the treatment of similar themes or topics by two or more authors of the same time period.</li> <li>6) Analyze and evaluate the impact of historical and/or cultural experiences on literary themes or topics.</li> </ol>
<b>RL10 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about literature.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature.</li> <li>4) Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.               <ol style="list-style-type: none"> <li>a) Comprehend texts of steadily increasing complexity.</li> <li>b) As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</li> </ol> </li> </ol>

**READING INFORMATION**

**RI1 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.**

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	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader.</li> <li>2) Analyze text clues that affect meaning.</li> <li>3) Analyze relevant denotative, connotative, and figurative language.</li> <li>4) Participate actively and appropriately in discussions about informational text.</li> <li>5) Use knowledge of language and its conventions when speaking and writing.</li> <li>6) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>7) Evaluate available evidence for thoroughness, completeness, and relevance.</li> <li>8) Explain and analyze complexities and ambiguities in informational text.</li> </ol>
<b>RI2 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 produce a complex analysis; provide an objective summary of the text.</b>	
	<ol style="list-style-type: none"> <li>1) Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</li> <li>2) Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning.</li> <li>3) Participate actively and appropriately in discussions about informational text.</li> <li>4) Use knowledge of language and its conventions when speaking and writing.</li> <li>5) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>6) Analyze ideas, issues, rhetorical devices, and specific details in a text that develop multiple topics, central ideas and/or claims.</li> </ol>
<b>RI3 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose.</li> <li>5) Analyze, explain, and evaluate the author’s development of complex ideas, concepts, events, and individuals within informational texts.</li> <li>6) Analyze and explain the interrelationship among complex ideas, concepts, individuals, and sequence of events within informational texts.</li> </ol>
<b>RI4 Determine the meaning of words and phrases as they are used in the 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).</b>	

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	<ol style="list-style-type: none"> <li>1) Trace and analyze the development of a key term(s) over the course of a text.</li> <li>2) Participate actively and appropriately in discussions about informational text.</li> <li>3) Use knowledge of language and its conventions when speaking and writing.</li> <li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>5) Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.</li> <li>6) Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone.</li> <li>7) Analyze, explain, and evaluate an author’s deliberate manipulation of language (syntax, diction) to create meaning and tone.</li> </ol>
<b>RI5 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Describe the structure of an argument; identify its claims and evidence; and evaluate connections among evidence, inferences, and claims.</li> <li>5) Analyze and evaluate the effect of the structural characteristics on meaning and/or purpose in an informational text.</li> <li>6) Analyze and evaluate the effectiveness of an author’s organization, structure, and syntax as they contribute to a text’s overall meaning, purpose, and effect.</li> </ol>
<b>RI6 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.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Identify and explain an author’s point of view or purpose in an informational text.</li> <li>5) Demonstrate understanding of rhetorical appeals.</li> <li>6) Analyze the effectiveness of the author’s use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text.</li> <li>7) Analyze an author’s style and how it contributes to the purpose, meaning, tone, and effectiveness of a text.</li> <li>8) Analyze how an author manipulates content, rhetoric, and style to achieve a purpose or create an effect.</li> </ol>
<b>RI7 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.</b>	

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	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Demonstrate the behaviors of a strategic reader, listener, or viewer of print, non-print, and digital text.</li> <li>5) Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats.</li> <li>6) Analyze print, non-print, and digital text for explicit details that are relevant to addressing a question or solving a problem.</li> <li>7) Evaluate information from multiple sources of print, non-print, and digital texts, for relevance, reliability, and validity</li> <li>8) Integrate information from multiple sources of print, non-print, and digital texts to address a question or solve a problem.</li> </ol>
<b>RI8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b>	
	<ol style="list-style-type: none"> <li>1) Use knowledge of language and its conventions when speaking and writing.</li> <li>2) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>3) Analyze an author’s implicit and explicit assumptions and beliefs about a subject.</li> <li>4) Identify and explain constitutional principles and legal reasoning in seminal U.S. texts.</li> <li>5) Analyze and evaluate connections among evidence, inferences, and claims in an argument.</li> <li>6) Evaluate an author’s reasoning by analyzing the manipulation of language, as well as the range, sufficiency, quality, credibility, relevance, and validity of evidence.</li> </ol>
<b>RI9 Analyze seventeenth- eighteenth-, and nineteenth-century foundational U. S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the constitution, the Bill of rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</b>	
	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> <li>4) Identify and explain themes and concepts common to specific time periods in American history.</li> <li>5) Analyze author’s purpose in foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth- centuries.</li> <li>6) Analyze and explain the historical, cultural, and literary significance of specific foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth- centuries.</li> <li>7) Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth- and nineteenth- centuries.</li> </ol>
<b>RI10 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.</b>	

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	<ol style="list-style-type: none"> <li>1) Participate actively and appropriately in discussions about informational text.</li> <li>2) Use knowledge of language and its conventions when speaking and writing.</li> <li>3) Demonstrate understanding of a wide range of sufficiently complex literary nonfiction.             <ol style="list-style-type: none"> <li>a) Comprehend texts of steadily increasing complexity.</li> <li>b) As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</li> </ol> </li> <li>4) Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text.</li> </ol>
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**WRITING**

<b>W1 Write arguments to support claims with clear reasons and relevant evidence.</b>	
<p><b>W.1a</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Conduct a self-analysis of strengths and weaknesses as writers of argument and adjust the writing process accordingly.</li> <li>2) Narrow and refine the focus of a grade-appropriate complex topic.             <ol style="list-style-type: none"> <li>a) Analyze the topic to target information gathering.</li> <li>b) Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.</li> </ol> </li> <li>3) Choose, apply and maintain an organizational structure appropriate to the writing purpose.             <ol style="list-style-type: none"> <li>a) Gather reliable and valid information from print and digital sources.</li> <li>b) Evaluate information to determine sufficiency and relevancy.</li> <li>c) Analyze the significance of opposing claims while determining which claims best support the argument.</li> <li>d) Logically sequence and distinguish claims, counterclaims, reasons, and evidence.</li> </ol> </li> </ol>
<p><b>W.1b</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Attend to audience knowledge, interest and concern.</li> <li>2) Use rhetorical appeals effectively.</li> <li>3) Refute opposing positions and opinions fairly.</li> </ol>

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<p><b>W.1c</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Manipulate language appropriately and integrate ideas effectively.</li> <li>2) Demonstrate understanding and application of appropriate and complex usage.</li> <li>3) Use a consistent style, tone, voice, and mood</li> <li>4) Use a wide range of academic and domain-specific vocabulary.</li> <li>5) Use words, phrases, and clauses appropriately and effectively to link the major sections of the text.</li> <li>6) Use parallel structure</li> <li>7) Vary syntax as needed to create cohesion and clarity.</li> </ol>
<p><b>W.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ol style="list-style-type: none"> <li>1) Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. .</li> <li>2) Use a standard format for citations</li> <li>3) Integrate quotations and citations into a written text.</li> <li>4) Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text.</li> <li>5) Observe hyphenation conventions.</li> <li>6) Apply the editing phase of the writing process independently.</li> <li>7) Edit for:             <ol style="list-style-type: none"> <li>a) Spelling, capitalization, and punctuation</li> <li>b) Appropriate pronoun usage</li> <li>c) Complete sentences</li> <li>d) Subject-verb and pronoun-antecedent agreement</li> <li>e) Shifts in verb tense</li> </ol> </li> <li>8) Manipulate language through varying styles with different levels of formality, tone and purpose</li> </ol>
<p><b>W.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ol style="list-style-type: none"> <li>1) Write relevant, concise, and effective conclusions</li> <li>2) Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</li> </ol>
<p><b>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p>	
<p><b>W.2a</b> 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,</p>	<ol style="list-style-type: none"> <li>1) Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly.</li> <li>2) Narrow and refine the focus of a grade-appropriate complex topic.             <ol style="list-style-type: none"> <li>a) Analyze the topic to target information gathering.</li> <li>b) Generate and develop a well-constructed introduction that presents the topic, central idea, or concept.</li> </ol> </li> <li>3) Attend to audience’s need by establishing and maintaining an organizational structure where information and ideas build and flow logically.             <ol style="list-style-type: none"> <li>a) Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources.</li> </ol> </li> </ol>

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tables), and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> <li>b) Evaluate information to determine sufficiency and relevancy.</li> <li>c) Use appropriate and effective formatting of headings, graphics, and multimedia.</li> </ul>
<b>W.2b</b> 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.	<ul style="list-style-type: none"> <li>1) Attend to audience knowledge, interest, and concern.</li> <li>2) Integrate quotations and citations appropriately and effectively into a written text.</li> <li>3) Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence.</li> <li>4) Integrate paraphrases and summarizations of source material appropriately and effectively into written text.</li> </ul>
<b>W.2c</b> 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.	<ul style="list-style-type: none"> <li>1) Demonstrate understanding and application of appropriate and complex usage.</li> <li>2) Observe hyphenation conventions.</li> <li>3) Use a consistent style, tone, voice, and mood.</li> <li>4) Manipulate language, use transitions, and integrate ideas effectively.</li> <li>5) Use parallel structure</li> <li>6) Vary syntax as needed to create cohesion and clarity.</li> <li>7) Use and punctuate phrases and clauses appropriately and effectively to link major sections of the text.</li> </ul>
<b>W.2d</b> Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<ul style="list-style-type: none"> <li>1) Use a wide range of academic and domain-specific vocabulary.</li> <li>2) Demonstrate a sophisticated use of figurative language and understanding of nuances of meanings of words.</li> <li>3) Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</li> </ul>
<b>W.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> <li>1) Manipulate language through varying styles with different levels of formality, tone and purpose</li> <li>2) Use a standard format appropriately for citations.</li> <li>3) Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text.</li> <li>4) Apply the editing phase of the writing process independently</li> <li>5) Edit for: <ul style="list-style-type: none"> <li>a) Spelling, capitalization, and punctuation</li> <li>b) Appropriate pronoun usage</li> <li>c) Complete sentences</li> <li>d) Subject-verb and pronoun-antecedent agreement</li> <li>e) Shifts in verb tense</li> </ul> </li> </ul>

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<p><b>W.2f</b> 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).</p>	<ol style="list-style-type: none"> <li>1) Write relevant, concise, and effective conclusions</li> <li>2) Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</li> </ol>
<p><b>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p>	
<p><b>W.3a</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ol style="list-style-type: none"> <li>1) Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly.</li> <li>2) Narrow and refine the focus of a grade-appropriate complex topic.               <ol style="list-style-type: none"> <li>a) Analyze the topic to target information gathering.</li> <li>b) Choose, apply, and maintain an organizational structure appropriate to the writing purpose.</li> </ol> </li> <li>3) Develop an engaging introduction that uses effective narrative techniques.</li> <li>4) Select well-chosen, appropriate, and effective details to create a smooth progression of experiences or events.</li> </ol>
<p><b>W.3b</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ol style="list-style-type: none"> <li>1) Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines.</li> <li>2) Apply the methods of characterization to effectively support the purpose of the narrative.</li> <li>3) Develop and sustain an authentic voice that maintains the character or narrator.</li> <li>4) Use and punctuate dialogue and dialect appropriately.</li> </ol>
<p><b>W.3c</b> 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).</p>	<ol style="list-style-type: none"> <li>1) Use an appropriate style, tone, voice, and/or mood to address a specific audience.</li> <li>2) Sequence, build, and integrate events that effectively support and advance the plot of the narrative.</li> <li>3) Use words, phrases, and clauses appropriately to build a particular tone and/or mood.</li> <li>4) Demonstrate understanding and application of appropriate and complex usage.</li> <li>5) Use parallel structure</li> <li>6) Use words, phrases, and clauses effectively to transition and link plot shifts and changes and to build toward a conclusion, resolution, or outcome.</li> <li>7) Vary syntax as needed to create cohesion and clarity.</li> </ol>

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<p><b>W.3d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ol style="list-style-type: none"> <li>1) Observe hyphenation conventions.</li> <li>2) Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</li> <li>3) Apply the editing phase of the writing process independently</li> <li>4) Edit for:             <ol style="list-style-type: none"> <li>a) Spelling, capitalization, and punctuation</li> <li>b) Appropriate pronoun usage</li> <li>c) Complete sentences</li> <li>d) Subject-verb and pronoun-antecedent agreement</li> <li>e) Shifts in verb tense</li> </ol> </li> <li>5) Manipulate language, including verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters.</li> <li>6) Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images.</li> <li>7) Use a wide range of academic and domain-specific vocabulary.</li> </ol>
<p><b>W.3e</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ol style="list-style-type: none"> <li>1) Write a conclusion that maintains links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative.</li> <li>2) Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</li> </ol>
<p><b>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>	
	<ol style="list-style-type: none"> <li>1) See W1, W2, W3, and W7 for specific application.</li> </ol>
<p><b>W5 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.)</b></p>	
	<ol style="list-style-type: none"> <li>1) See W1, W2, W3, and W7 for specific application.</li> <li>2) See SL1, SL4, and SL5 for specific application.</li> </ol>
<p><b>W6 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.</b></p>	
	<ol style="list-style-type: none"> <li>1) Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.</li> <li>2) Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”</li> </ol>
<p><b>W7 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.</b></p>	

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	<ol style="list-style-type: none"> <li>1) Define a problem, formulate questions, and refine either or both meet a personal and/or assigned information need.</li> <li>2) Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.</li> <li>3) Find, generate, record, and organize information relevant to the information need in an ethical manner</li> <li>4) Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner.</li> <li>5) Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.</li> </ol>
<b>W8 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.</b>	
	<ol style="list-style-type: none"> <li>1) Find, generate, record, and organize information relevant to the research purpose in an ethical manner.</li> <li>2) Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.</li> <li>3) Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.</li> </ol>
<b>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	
<b>W.9a</b> Apply <i>grades 11-12 Reading standards</i> 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”).	<ol style="list-style-type: none"> <li>1) Write in response to grade-level print, non-print, and digital literary text(s).</li> </ol>

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<p><b>W.9ab</b> Apply <i>grades 11-12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>	<ol style="list-style-type: none"> <li>1) Write in response to grade-level print, non-print, and digital informational text(s).</li> <li>2) Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.</li> </ol>
<p><b>W10 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.</b></p>	
<ol style="list-style-type: none"> <li>1) With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.</li> </ol>	

**LANGUAGE**

<p><b>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	
<p><b>L.1a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ol style="list-style-type: none"> <li>1) Apply language usage to writing and speaking as appropriate for audience and purpose</li> <li>2) Compare and contrast changes in usage over time.</li> </ol>
<p><b>L.1b</b> 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>	<ol style="list-style-type: none"> <li>1) Demonstrate knowledge and use of print and digital reference material to correct and/or confirm language usage.</li> </ol>
<p><b>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	

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<p><b>L.2a</b> Observe hyphenation conventions.</p>	<ol style="list-style-type: none"> <li>1) Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.</li> <li>2) Demonstrate knowledge of the function and use of hyphenation.</li> <li>3) Strengthen written language through the use of hyphens, when appropriate and effective.</li> <li>4) Strengthen writing by revising and editing for the use of hyphenation.</li> </ol>
<p><b>L.2b</b> Spell correctly.</p>	<ol style="list-style-type: none"> <li>1) Spell correctly grade-appropriate general academic and domain-specific words.</li> <li>2) Use print, digital, and internalized knowledge resources to support correct spelling.</li> </ol>
<p style="text-align: center;"><b>L3 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.</b></p>	
<p><b>L.3a</b> Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<ol style="list-style-type: none"> <li>1) Select and use print and digital references appropriately in order to improve syntax.</li> <li>2) Arrange words and sentences to address audience needs, situations, and/or purposes.</li> <li>3) Use grammar concepts and skills to strengthen control of oral and written language.</li> <li>4) Analyze an author’s syntax to determine its effect on meaning and/or style.</li> <li>5) Manipulate syntax to create interest and effect when writing.</li> <li>6) Demonstrate understanding of the nature and structure of language.</li> </ol>
<p style="text-align: center;"><b>L4 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.</b></p>	
<p><b>L.4a</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</li> <li>2) Analyze a word’s position, form, and/or function to determine meaning.</li> <li>3) Revisit key words used throughout a text to determine effect and meaning.</li> </ol>
<p><b>L.4b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>	<ol style="list-style-type: none"> <li>1) Apply an understanding of the relationship between the form and meaning of a word.</li> <li>2) Recognize patterns of word changes that affect meaning or parts of speech.</li> </ol>
<p><b>L.4c</b> 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</p>	<ol style="list-style-type: none"> <li>1) Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice.</li> <li>2) Demonstrate understanding of the history, development, and dynamic nature of the English language.</li> <li>3) Demonstrate understanding of the nature and structure of language</li> </ol>

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standard usage.	
<b>L.4d</b> 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).	<ol style="list-style-type: none"> <li>1) Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text.</li> <li>2) Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.</li> </ol>
<b>L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>	
<b>L.5a</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<ol style="list-style-type: none"> <li>1) Use figurative language, word relationships, and nuances appropriately and effectively in speaking and writing.</li> <li>2) Recognize and interpret figurative language, word relationships, and nuances in writing and in speech.</li> <li>3) Analyze the role of figurative language, word relationships, and nuances in professional, peer, and personal writing and speech.</li> </ol>
<b>L.5b</b> Analyze nuances in the meanings of words with similar denotations.	<ol style="list-style-type: none"> <li>1) Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.</li> <li>2) Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.</li> </ol>
<b>L6 Acquire and use accurately a range of 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.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader.</li> <li>2) Choose and employ vocabulary and diction appropriately for different purposes.</li> <li>3) Demonstrate frequent and appropriate use of print and digital reference materials.</li> <li>4) Demonstrate independence in the analysis of vocabulary when encountered in content-based text, speech, and across disciplines.</li> </ol>

**SPEAKING & LISTENING**

<b>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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<p><b>SL.1a</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Apply reading strategies and the research process independently.</li> <li>2) Choose, apply, and maintain an organizational structure appropriate to the purpose.</li> <li>3) Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar.</li> <li>4) Brainstorm and make connections to issues in material under study.</li> <li>5) Evaluate usefulness, bias, and validity of material under study</li> </ol>
<p><b>SL.1b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<ol style="list-style-type: none"> <li>1) Demonstrate independence in decision-making, goal setting, and deadlines.</li> <li>2) Demonstrate comfort and independence in the participation of collegial discussions.</li> <li>3) Apply democratic decision making independently (e.g., voting, reaching consensus)</li> </ol>
<p><b>SL.1c</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Demonstrate command of the conventions of standard English and usage when speaking.</li> <li>2) Demonstrate comfort and independence with open-ended questions and shared inquiry.</li> <li>3) Monitor discussions for clarity, relevancy, and dissemination of ideas and information.</li> <li>4) Elicit participation and opinions, and appropriately challenge ideas.</li> <li>5) Provide unique, innovative, and visionary perspectives in reasoning and in discussing.</li> </ol>
<p><b>SL.1d</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Demonstrate command of the conventions of standard English and usage when speaking.</li> <li>2) Understand and use appropriate professional persuasive techniques and conflict-resolution skills.</li> <li>3) Identify and explain next steps and/or additional research for further investigation.</li> <li>4) Paraphrase, summarize, justify, and synthesize information and ideas during discussion.</li> <li>5) Connect with different points of view, remain open-minded, and reassess viewpoints.</li> </ol>
<p><b>SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in</b></p>	

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<b>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate the behaviors of a strategic reader and listener.</li> <li>2) Choose the appropriate form of media for a given purpose.</li> <li>3) Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text, noting any discrepancies present in the data.</li> </ol>
<b>SL3 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.</b>	
	<ol style="list-style-type: none"> <li>1) Recognize bias, fallacious reasoning, and factual evidence.</li> <li>2) Recognize, analyze, and evaluate stance, premise, emphasis, word choice, tone and point of view.</li> <li>3) Analyze and evaluate a speaker’s evidence, inferences, assumptions, argument, and rhetoric.</li> </ol>
<b>SL4 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.</b>	
	<ol style="list-style-type: none"> <li>1) Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation.</li> <li>2) Demonstrate command of the conventions of standard English and usage when speaking.</li> <li>3) Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and a range of formal and informal tasks.</li> <li>4) Demonstrate attention to audience interest, values, biases, and concerns by using rhetorical appeals and by acknowledging and/or refuting opposing positions and opinions.</li> <li>5) Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose.</li> </ol>
<b>SL5 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.</b>	
	<ol style="list-style-type: none"> <li>1) Demonstrate strategic use of a variety of digital media.</li> <li>2) Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation.</li> </ol>
<b>SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)</b>	
	<ol style="list-style-type: none"> <li>1) Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.</li> </ol>