

Eleventh Grade

Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade-level text

Word Study

- Roots: cracy, demo, dia, dom, dyna, fid, form, ject, lent, liber, phile, photo, pulse, spir, sym, tract, trib, vita, vore
- Prefixes: ad-
- Evaluate how words from various cultural **origins** impact text
- Determine word meaning through context clues: **contextual inference**
- Distinguish between commonly confused words: *allusion/illusion; complement/compliment; imply/infer*

Informational Text:

Text types: commentary, interviews, primary documents, speeches, essays

- Analyze the purpose of external text features and internal text structures in printed texts
- Evaluate the **effectiveness** of multiple internal text structures in a single text
- Synthesize information from a variety of sources
- Analyze multiple texts on the same topic for **conflicting information**

Literary Text

Focus: Comprehend literature by analyzing the use of literary elements across genres and cultures.

- Compare plot structures: **plot within a plot, multiples points of view, stream of consciousness**
- Explore **universal character traits** across cultures
- Compare **recurring** and **universal** themes
- Analyze **culture** (shared beliefs, values, behaviors) as an element of setting
- Analyze the use of irony, **tone, mood**
- Distinguish **poetic narrative** from **prose**

Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others

Writing to Learn: Analyze and synthesize ideas and information to refine thinking through writing

- Form conclusions and recommend action
- Integrate facts, events, or ideas to create new ideas
- Consolidate and synthesize text-to-self, text-to-text, text-to-world connections to revise thinking or form new conclusions

Extended Writing: Write to analyze literary text and to explain informational text: expository writing

- Select an organizational pattern that suits the topic
- Provide detailed evidence and examples to substantiate arguments
- Support arguments with logic and text references
- Evaluate and revise for:
 - **Sufficiently-developed key ideas and specific details that directly support and advance thesis**
 - **Control of organizational elements**
 - Correct use of active and passive voice; consistent, appropriate voice
 - Words intentionally and skillfully used
 - Rhythm created through sentence construction (parallelism)

• Edit for:

- Spelling
- **Commas with introductory phrases and clauses**
- **Correct use of relative pronouns**
- **Capitalization of the first word in a sentence enclosed in parentheses**
- **Agreement of pronouns and antecedents**

Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations

Process of Inquiry: Use the process of inquiry to draw conclusions

- Formulate questions that direct inquiry
- Analyze information to determine relevance to questions
- Evaluate the accuracy and relevance of information that reflects multiple points of view
- Evaluate, use and cite primary and secondary sources

Written Communication of Inquiry: Write to evaluate information to make recommendations

- Select a format to **evaluate and report** results of inquiry
- Gather, **evaluate**, and organize evidence to **support a position**
- Support **evaluations and recommendations** using paraphrase, summary, or quotations
- Use informal and formal citations to support inquiry

Oral Communication of Inquiry: Make informative and persuasive presentations

- Determine audience for **informative and persuasive presentations**
- Identify **counter arguments** and prepare to **refute**
- **Refute counter arguments**
- **Present evidence** clearly and convincingly
- Enhance presentations with visual media

