

## 11TH GRADE: LANGUAGE

### Conventions of Standard English

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**Q.6** Explore words with new or contested usages

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garner's Modern American Usage) as needed.

**Q.5** Use dictionary entries to determine correct usage

**Q.6** Explore words with new or contested usages

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**EE.2** Use hyphens in compound adjectives

**L.11-12.2.b** Spell correctly.

**K.1** Use the correct frequently confused word

**K.2** Identify and correct errors with frequently confused words

**K.3** Identify and correct errors with frequently confused pronouns and contractions

**K.4** Correct errors with commonly misspelled words

**O.1** Use the correct homophone

**O.2** Identify and correct errors with homophones

- Z.2 Form and use comparative and superlative adjectives
  - Z.4 Form and use comparative and superlative adverbs
  - FF.1 Identify and correct errors with plural and possessive nouns
  - FF.2 Identify and correct errors with compound and joint possession
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## Knowledge of Language

**L.11-12.3** 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.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- U.6 Combine sentences using relative clauses
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## Vocabulary Acquisition and Use

**L.11-12.4** 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.11-12.4.a** 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.

- C.2 Interpret the meaning of an allusion from its source
- C.4 Interpret the figure of speech
- P.2 Use context as a clue to the meanings of foreign expressions
- S.1 Determine the meaning of words using synonyms in context
- S.2 Determine the meaning of words using antonyms in context
- S.3 Domain-specific vocabulary in context: science and technical subjects

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

- R.1 Analogies
- R.2 Analogies: challenge

**L.11-12.4.c** 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.

- Q.4 Replace words using a thesaurus
- Q.5 Use dictionary entries to determine correct usage

**L.11-12.4.d** 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).

- Q.5 Use dictionary entries to determine correct usage

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- C.2 Interpret the meaning of an allusion from its source
- C.4 Interpret the figure of speech
- C.8 Analyze the effects of figures of speech on meaning and tone
- E.5 Analyze rhetorical strategies in historical texts: set 1
- E.6 Analyze rhetorical strategies in historical texts: set 2

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

- Q.1 Describe the difference between related words
- Q.2 Choose the word whose connotation and denotation best match the sentence
- Q.3 Use words accurately and precisely

**L.11-12.6** 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.

- M.3** Prefixes
- M.4** Suffixes
- N.1** Sort words by shared Greek or Latin roots
- N.2** Use Greek and Latin roots as clues to the meanings of words
- N.3** Use words as clues to the meanings of Greek and Latin roots
- N.4** Determine the meanings of Greek and Latin roots
- N.5** Determine the meanings of words with Greek and Latin roots
- P.1** Use etymologies to determine the meanings of words
- P.2** Use context as a clue to the meanings of foreign expressions
- P.3** Use the correct foreign expression
- Q.1** Describe the difference between related words
- Q.2** Choose the word whose connotation and denotation best match the sentence
- S.1** Determine the meaning of words using synonyms in context
- S.2** Determine the meaning of words using antonyms in context
- S.3** Domain-specific vocabulary in context: science and technical subjects

### Key Ideas and Details

**RI.11-12.1** 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.

- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2
- H.4** Identify supporting evidence in a text

**RI.11-12.2** 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.

- A.1** Determine the main idea of a passage
- E.1** Analyze the development of informational passages: set 1
- E.2** Analyze the development of informational passages: set 2
- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2
- G.2** Identify thesis statements

**RI.11-12.3** 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.

- E.1** Analyze the development of informational passages: set 1
- E.2** Analyze the development of informational passages: set 2
- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2

## Craft and Structure

**RI.11-12.4** 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).

- P.2** Use context as a clue to the meanings of foreign expressions
- S.1** Determine the meaning of words using synonyms in context
- S.2** Determine the meaning of words using antonyms in context
- S.3** Domain-specific vocabulary in context: science and technical subjects

**RI.11-12.5** 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.

- E.1** Analyze the development of informational passages: set 1
- E.2** Analyze the development of informational passages: set 2
- E.3** Trace an argument: set 1
- E.4** Trace an argument: set 2
- H.6** Choose the analysis that logically connects the evidence to the claim
- H.7** Transition logically between claims, evidence, analysis, and counterclaims

**RI.11-12.6** 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.

- B.1** Which text is most formal?
- B.2** Compare passages for subjective and objective tone
- B.3** Identify audience and purpose
- E.5** Analyze rhetorical strategies in historical texts: set 1
- E.6** Analyze rhetorical strategies in historical texts: set 2
- I.1** Identify appeals to ethos, pathos, and logos in advertisements
- I.2** Use appeals to ethos, pathos, and logos in persuasive writing

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## Integration of Knowledge and Ideas

**RI.11-12.7** 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.

**RI.11-12.8** 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).

**E.5** Analyze rhetorical strategies in historical texts: set 1

**E.6** Analyze rhetorical strategies in historical texts: set 2

**RI.11-12.9** 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.3** Identify audience and purpose

**E.5** Analyze rhetorical strategies in historical texts: set 1

**E.6** Analyze rhetorical strategies in historical texts: set 2

**I.1** Identify appeals to ethos, pathos, and logos in advertisements

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## Range of Reading and Level of Text Complexity

**RI.11-12.10a** 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.

**A.1** Determine the main idea of a passage

**E.1** Analyze the development of informational passages: set 1

**E.2** Analyze the development of informational passages: set 2

**E.3** Trace an argument: set 1

**E.4** Trace an argument: set 2

**E.5** Analyze rhetorical strategies in historical texts: set 1

**E.6** Analyze rhetorical strategies in historical texts: set 2

**RI.11-12.10b** By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### Key Ideas and Details

**RL.11-12.1** 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.

- D.1** Analyze short stories: set 1
- D.2** Analyze short stories: set 2
- H.4** Identify supporting evidence in a text

**RL.11-12.2** 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.

**RL.11-12.3** 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).

- D.1** Analyze short stories: set 1
  - D.2** Analyze short stories: set 2
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### Craft and Structure

**RL.11-12.4** 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.

- B.4** Compare passages for tone
- C.2** Interpret the meaning of an allusion from its source
- C.3** Recall the source of an allusion
- C.4** Interpret the figure of speech

- C.5 Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox
- C.6 Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement
- C.7 Classify the figure of speech: review
- C.8 Analyze the effects of figures of speech on meaning and tone
- E.5 Analyze rhetorical strategies in historical texts: set 1
- E.6 Analyze rhetorical strategies in historical texts: set 2

**RL.11-12.5** 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.

- D.1 Analyze short stories: set 1
- D.2 Analyze short stories: set 2

**RL.11-12.6** 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).

- D.1 Analyze short stories: set 1
- D.2 Analyze short stories: set 2

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## Integration of Knowledge and Ideas

**RL.11-12.7** 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.

**RL.11-12.9** 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.

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## Range of Reading and Level of Text Complexity

**RL.11-12.10a** 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.

- D.1** Analyze short stories: set 1
- D.2** Analyze short stories: set 2
- E.5** Analyze rhetorical strategies in historical texts: set 1
- E.6** Analyze rhetorical strategies in historical texts: set 2

**RL.11-12.10b** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

### Text Types and Purposes

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.1.a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- F.2** Organize information by main idea
- G.2** Identify thesis statements
- H.1** Distinguish facts from opinions
- H.2** Identify stronger and weaker evidence to support a claim
- H.5** Evaluate counterclaims
- H.6** Choose the analysis that logically connects the evidence to the claim

**W.11-12.1.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.

- H.2** Identify stronger and weaker evidence to support a claim
- H.3** Choose the best evidence to support a claim
- H.4** Identify supporting evidence in a text
- H.5** Evaluate counterclaims
- H.6** Choose the analysis that logically connects the evidence to the claim
- H.8** Classify logical fallacies

**W.11-12.1.c** 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.

- H.6** Choose the analysis that logically connects the evidence to the claim

- H.7 Transition logically between claims, evidence, analysis, and counterclaims
- H.8 Classify logical fallacies
- J.1 Transitions with conjunctive adverbs

**W.11-12.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- B.1 Which text is most formal?
- B.2 Compare passages for subjective and objective tone

**W.11-12.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

**W.11-12.2** 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.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- E.1 Analyze the development of informational passages: set 1
- E.2 Analyze the development of informational passages: set 2
- F.1 Order topics from broadest to narrowest
- F.2 Organize information by main idea
- G.1 Choose the topic sentence that best captures the main idea

**W.11-12.2.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.

- H.1 Distinguish facts from opinions
- H.3 Choose the best evidence to support a claim
- H.4 Identify supporting evidence in a text

**W.11-12.2.c** 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.

- H.7** Transition logically between claims, evidence, analysis, and counterclaims
- J.1** Transitions with conjunctive adverbs

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- Q.1** Describe the difference between related words
- Q.2** Choose the word whose connotation and denotation best match the sentence
- Q.3** Use words accurately and precisely

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- B.1** Which text is most formal?
- B.2** Compare passages for subjective and objective tone

**W.11-12.2.f** 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).

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.11-12.3.a** 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.

- C.1** Identify the narrative point of view

**W.11-12.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.11-12.3.c** 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).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- B.4** Compare passages for tone
- Q.1** Describe the difference between related words
- Q.2** Choose the word whose connotation and denotation best match the sentence
- Q.3** Use words accurately and precisely

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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## Production and Distribution of Writing

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- B.3** Identify audience and purpose
- F.1** Order topics from broadest to narrowest
- F.2** Organize information by main idea
- G.1** Choose the topic sentence that best captures the main idea

**W.11-12.5** 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.

- K.7** Suggest appropriate revisions

**W.11-12.6** 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.

## Research to Build and Present Knowledge

**W.11-12.7** 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.

**W.11-12.8** 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 over reliance on any one source and following a standard format for citation.

- A.1** Determine the main idea of a passage
- H.3** Choose the best evidence to support a claim
- H.4** Identify supporting evidence in a text
- L.1** Understand a Works Cited entry (MLA 7th edition)
- L.2** Recognize the parts of a Works Cited entry (MLA 8th edition)
- L.3** Use in-text citations (MLA 8th edition)
- L.4** Identify plagiarism

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.11-12.9.a** 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").

- B.4** Compare passages for tone
- D.1** Analyze short stories: set 1
- D.2** Analyze short stories: set 2

**W.11-12.9.b** 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]").

- A.1** Determine the main idea of a passage

- E.1 Analyze the development of informational passages: set 1
  - E.2 Analyze the development of informational passages: set 2
  - E.3 Trace an argument: set 1
  - E.4 Trace an argument: set 2
  - E.5 Analyze rhetorical strategies in historical texts: set 1
  - E.6 Analyze rhetorical strategies in historical texts: set 2
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## Range of Writing

**W.11-12.10** 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.