

English/Language Arts: Essential Standards 11th & 12th Grade

Reading and Reading Comprehension

- Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. (11/12R1.3)
- Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. (11/12R2.4)

Reading: Literary Response and Analysis

- Analyze characteristics of subgenera (e.g., satires, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (11/12R3.1)
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (11/12R3.2)
- Analyze recognized works of American literature representing a variety of genres and traditions: (11/12R3.5)
 - a. Trace the development of American literature from the colonial period forward. (11/12R3.5a)
 - b. Contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another in each period. (11/12R3.5b)
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. (11/12R3.5c)
- Analyze recognized works of world literature from a variety of authors: (11/12R3.7)
 - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). (11/12R3.7a)
 - b. Relate literary works and authors to the major themes and issues of their eras. (11/12R3.7b)
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. (11/12R3.7c)
- QUESTIONING: Demonstrate comprehension by identifying answers in the text. (11/12RCV3.15)
- INFERRING: Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (11/12RCV3.19)
- Distinguish facts, supported inferences, and opinions in text. (11/12RCV3.20)

Writing

- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. (11/12W1.1)
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). (11/12W1.6)
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (11/12W1.9)

Writing Applications and English Language Conventions

- Write fictional, autobiographical, or biographical narratives: (11/12W2.1)
 - a. Narrate a sequence of events and communicate its significance to the audience. (11/12W2.1a)
 - b. Locate scenes and incidents in specific places. (11/12W2.1b)
 - c. Use the concrete sensory details, the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. (11/12W2.1c)
- Write reflective compositions: (11/12W2.3)
- Maintain a balance in describing individual incidents, and relate those incidents to more general and abstract ideas. (11/12W2.3c)
- Write responses to literature. (11/12W2.2)
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. (11/12W2.2a)
 - b. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. (11/12W2.2c)
- Write historical investigation reports: (11/12W2.4)
 - a. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. (11/12W2.4b)
 - b. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. (11/12W2.4d)
- Reflect appropriate manuscript requirements in writing. (11/12E1.3)
- Write persuasive compositions. (11/12WCV2.7)
 - a. Structure ideas and arguments in a sustained and logical fashion. (11/12WCV2.7a)
 - b. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. (11/12WCV2.7c)
 - c. Address readers' concerns, counterclaims, biases, and expectations. (11/12WCV2.7d)
- Write expository compositions, including analytical essays. (11/12W2.3)

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. (11/12W2.4a)
- Write job applications and resumes: (11/12W2.5)
- Deliver multimedia presentations: (11/12W2.6)
 - a. Combine text, images, and sound, and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs, the Internet, electronic media-generated images). (11/12W2.6a)
 - b. Select an appropriate medium for each element of the presentation. (11/12W2.6b)
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality. (11/12W2.6c)
 - d. Test the audience's response and revise the presentation accordingly. (11/12W2.6d)
- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage. (11/12E1.1)
- Produce legible work that shows accurate spelling and correct punctuation and capitalization. (11/12E1.2)

Listening and Speaking

- Use effective and interesting language, including the following: (11/12LS1.8)
 - a. Informal expressions for effect (11/12LS1.8a)
 - b. Standard American English for clarity (11/12LS1.8b)
 - c. Technical language for specificity (11/12LS1.8c)
- Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective presentations. (11/12LS1.10)
- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. (11/12LS1.6)
- Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect). (11/12LS1.12)
- Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. (11/12LS1.11)
- Deliver multimedia presentations: (11/12LS2.4)
- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not To Be"). (11/12LS2.5)
- Deliver oral reports on historical investigations: (11/12LS2.2)
- Deliver oral responses to literature (class discussion; not a speech; leads to writing): (11/12LS2.3)