
English Language Arts: Grade 11

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin and other languages to draw inferences about meaning. Students analyze and evaluate a wide variety of American nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,200–1,500 words) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

By the end of Grade 11, students are expected to be reading “At the Standard.” (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexile levels.

Strand: 11E1: Reading

Standard: 11E1a: **Word Recognition, Fluency, and Vocabulary Development**
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

Component: 11E1a.1: **Vocabulary and Concept Development**
Understand unfamiliar words that refer to characters or themes in literature or history.
Example: Understand the meaning of words like “Pollyannaish” (like Eleanor H. Porter’s 1913 heroine Pollyanna, who tended to find the good in everything), or “Seussian” (a reference to the alliterative and rhythmic style of children’s author Dr. Seuss [Theodore Geisel]).

11E1a.2: Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.
Example: While reading a biology textbook, understand specialized terms related to heredity (e.g., “genes,” “genetic,” “deoxyribonucleic acid (DNA),” “genotype,” and “organism.”

11E1a.3: Analyze the meaning of analogies using specific comparisons as well as relationships and inferences.
Example: Consider what is meant in a sentence that defines a story character with non-literal comparisons (e.g., Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear.)

Standard: 11E1b: **Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand a variety of nonfiction such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference and technical materials, and online information.

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- Component:** **Structural Features of Informational and Technical Materials**
- 11E1b.1:** Analyze both the features and the rhetorical devices of different types of public documents (*such as a policy statements, speeches, or debates*) and the way in which authors use those features and devices.
Example: Evaluate a famous political speech, such Patrick Henry’s Speech to the Virginia Convention and describe the rhetorical devises used to capture the audience’s attention and convey a unified message.
- Component:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
- 11E1b.2:** Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
Example: Check information learned in a driver’s training course textbook with information in the Kentucky driver’s manual.
- 11E1b.3:** Make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.
Example: Read Alex de Tocqueville’s Democracy in America or John Steinbeck’s Travels with Charley and support agreement or disagreement with the author’s assertions by citing evidence from the text.
- 11E1b.4:** Analyze an author’s implicit and explicit assumptions and beliefs about a subject.
Example: Relate core concepts on self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today.
- Component:** **Expository (Informational) Critique**
- 11E1b.5:** Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays, their appeal to both friendly and hostile audiences, and the extent to which the arguments anticipate and address reader concerns and counterclaims.
Examples:
- 1. Critique how Martin Luther King, Jr.’s use of biblical, philosophical, and political references in “Letter from a Birmingham Jail” advance the purpose of his essay.*
 - 2. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and critique the authors’ respective arguments about women’s suffrage, gender equality, and women’s place in organized labor.*
- Standard:** **11E1c Comprehension and Analysis of Literary Text**
Students read and respond to a wide variety of culturally and historically significant American literature, classic and contemporary, such as historical fiction, fantasy, science fiction, poetry, short stories, dramas, and other genres.
- Component:** **Structural Features of Literature**
- 11E1c.1:** Analyze characteristics of subgenres such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
Example: Read and evaluate the short story, “The Celebrated Jumping Frog of Calaveras County” by Mark Twain as an example of Twain’s gentle satirizing of human behavior.

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Component:

Analysis of Grade-Level Appropriate Text

- 11E1c.2:** Analyze the way in which theme represents a view on life, using textual evidence to support the claim.
Example: Analyze the development of the theme of self-reliance in a literary work.
- 11E1c.3:** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical and/or aesthetic purposes.
Example: Evaluate the impact of style in the poems of Carl Sandburg or James Whitcomb Riley.
- 11E1c.4:** Analyze ways in which poetry or prose use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
Example: Respond to and compare a variety of poems that serve as powerful examples of the author's intended purpose (e.g., Robert Frost's "Out, out...", Eliot's "The Lovesong of J Alfred Prufrock," and Amy Lowell's "Patterns").
- 11E1c.5:** Analyze or evaluate historical works of literary or cultural significance that:
- Reflect a variety of genres in each of the respective historical periods.
 - Were written by important authors in the respective major historical periods.
 - Reveal contrasts in major themes, styles, and trends.
 - Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of the time.
- Example: Evaluate different works of American fiction as representative of a certain periods in American history such as, Uncle Tom's Cabin by Harriet Beecher Stowe, Red Badge of Courage by Stephen Crane, The Great Gatsby by F. Scott Fitzgerald, or The Joy Luck Club by Amy Tan.*
- 11E1c.6:** Analyze the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
Example: Evaluate the themes developed by works such as A Raisin in the Sun by Lorraine Hansberry and The Crucible or Death of a Salesman by Arthur Miller.

Component:

Literary Criticism

- 11E1c.7:** Analyze the clarity and consistency of political assumptions, beliefs, or intentions in a selection of literary works or essays on a topic.
Example: Analyze or evaluate how the assumptions in Slaughterhouse-Five by Kurt Vonnegut advance the story.
- 11E1c.8:** Analyze the philosophical arguments in literary works to determine the quality of the work and the credibility of the characters.
Example: Read Richard Wright's Native Son and debate whether a defensible argument about capital punishment has been offered.

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Strand: 11E2: Writing

Standard: 11E2a: **Processes and Features**
Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.

Component: **Organization and Focus**

11E2a.1: Discuss ideas for writing with classmates, teachers, and other writers.

11E2a.2: Demonstrate an understanding of the elements of discourse (*such as purpose, speaker, audience, and form*) when completing narrative, expository, persuasive, or descriptive writing assignments.

11E2a.3: Use point of view, characterization, style, and related elements for specific narrative and aesthetic purposes.

11E2a.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11E2a.5: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy in the issuance of a call for action.

11E2a.6: Use language in creative and vivid ways to establish a specific tone.

Component: **Research Process and Technology**

11E2a.7: *Develop presentations using clear research questions and creative and critical research strategies (such as conducting field studies, interviews, and experiments, researching oral histories, and using Internet sources).*

11E2a.8: Use systematic strategies to organize and record information (such as anecdotal scripting or annotated bibliographies).

11E2a.9: Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

11E2a.10: Integrate quotations and citations into a written text while maintaining the flow of ideas.

Component: **Evaluation and Revision**

11E2a.11: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11E2a.12: Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11E2a.13: 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 form of writing.

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Standard: **11E2b: Applications (Different Types of Writing and Their Characteristics)**
Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,200–1,500 words or more.) Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and resumes. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outline in Standard 11E2a: Process and Features. Writing demonstrates an awareness of the audience and purpose for writing.

Component: **Different Types of Writing and Their Characteristics**

11E2b.1: Write fictional, biographical, or autobiographical narratives that:

- Narrate a sequence of events and communicate their significance to the audience.
- Locate scenes and incidents in specific places.
- Include specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters (in the case of short stories or autobiographical narratives, use interior monologue to show the character's feelings).
- Pace the presentation of actions to accommodate changes in time and mood.

Example: Read several short essays by writers on the practice of writing such as an excerpt from Anne Lamott's Bird by Bird, essays by Wallace Stegner, or the first chapter of Eudora Welty's One Writer's Beginnings and write an essay on how reading and/or writing have been significant in your life.

11E2b.2: Write responses to literature that:

- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- Support statements with evidence from the text.
- Demonstrate an understanding of the author's style and an appreciation of the effects created.
- Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: After reading "The Fall of the House of Usher" by Edgar Allen Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from the works in support of a position.

11E2b.3: Write academic essays (such as analytical essays, persuasive essays, research reports, summaries, explanations, descriptive pieces, and literary analyses) that:

- Develop a thesis.
- Create an organizing structure appropriate to purpose, audience, and context.

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- c. Include accurate information from primary and secondary sources.
- d. Exclude extraneous information.
- e. Make valid inferences and supports judgments with relevant and substantial evidence with well-chosen details.
- f. Use technical terms and notations correctly.
- g. Provide a coherent conclusion.

11E2b.4: Write reflective compositions that:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (*such as narration, description, exposition, and persuasion*).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Example: Select a quotation that is particularly meaningful and explain the significance of the quotation.

11E2b.5: Write historical investigation reports that:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Example: Examine prominent historians' comments on Democracy in America by Alexis de Tocqueville and explain how they evaluate the relevance of de Tocqueville's insights for today.

11E2b.6: Write job applications and resumes that:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (*to include a resume, cover letter, or application*).
- e. Use page formats, fonts, and spacing that contribute to the readability and the impact of the document.

Example: Write a resume outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented to fit the intended audience.

11E2b.7: Use varied and extended vocabulary, appropriate for specific forms and topics.

Examples:

1. *Use formal word choices for most writing. Write: The candidate criticized her opponent for changing his views on the issues. Avoid writing the informal: The candidate knocked her opponent for waffling on his views on the issues.*

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2. Use informal writing only for certain types of information writing situation, such as journals, informal essays, and creative writing such as “When it came to playing the game Clue, he was clueless”.

11E2b.8: Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29. The same sentence without technical language is: The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.

11E2b.9: Deliver multimedia presentations that:

- a. Combine text, images, and sound to draw information from many sources such as television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately, and monitoring for quality.
 - d. Test the audience’s response and revise the presentation accordingly.
- Examples:*

1. Prepare a multimedia presentation about Native American authors and support the presentation with visual images and video clips.
2. Create a literary map with visuals that have been found or created, showing authors’ hometowns, photographs, and biographies.

Component:

Research Application

11E2b.10: Write and deliver research reports developed using a systematic research process that:

- a. Define the topic, gathers information, determines credibility, and reports findings.
- b. Use information from a variety of sources such as books, technology, multimedia, to distinguish between primary and secondary documents, and document sources independently by using a consistent format for citations.
- c. Gathered from a variety of sources, including technology and one’s own research, and evaluate information for its relevance to research questions.
- d. Demonstrates information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesized information.
- e. Organizes information by classifying, categorizing, and sequencing.
- f. Demonstrates sources have been evaluated for accuracy, bias, and credibility.
- g. Incorporates numeric data, charts, tables, and graphs.
- h. Demonstrates the distinction between one’s own ideas from the ideas of others.
- i. Includes a bibliography.

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Examples:

1. *Develop a research report based on an important author in contemporary times. Include perspectives from newspapers, websites, interviews, and accounts of critics and friends. Include a bibliography of works.*
2. *Place the author's works in the larger societal context of time, and indicate how the author's work has impacted the literary or historical world.*

Standard: **11E2c English Language Conventions**
Students write using Standard English conventions appropriate to the 11th grade level and produce legible work that can read by others.

Component: ***Grammar and the Mechanics of Writing***

11E2c.1: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11E2c.2: Identify and correctly use clauses (*both main and subordinate*), phrases (*to include gerund, infinitive, and participial*), and the mechanics of punctuation (*such as semicolons, colons, ellipses, and hyphens*).

Component: ***Manuscript Conventions***

11E2c.3: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.

11E2c.4: Apply appropriate manuscript conventions (*such as a title page presentation, pagination, spacing, and margins*) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.

Strand: **11E3: Listening and Speaking**

Standard: **11E3a Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Component: ***Comprehension***

11E3a.1: Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Component: ***Organization and Delivery of Oral Communication***

11E3a.2: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

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- 11E3a.3:** Distinguish between and use various forms of logical arguments, including inductive reasoning, syllogisms, and analogies.
- 11E3a.4:** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 11E3a.5:** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 11E3a.6:** Use effective and interesting language to include informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11E3a.7:** Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 11E3a.8:** Evaluate when to use different kinds of effects (*such as visuals, music, sounds, and graphics*) to create effective productions.

Component:

Analysis and Evaluation of Oral and Media Communication

- 11E3a.9:** Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (*such as advertising, perpetuating of stereotypes, and using visual representations, special effects, and language*).
- 11E3a.10:** Analyze the impact of the media on the democratic process (*such as exerting influence on elections, creating images of leaders, and shaping attitudes*) at the local, state, and national levels.
- 11E3a.11:** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (*such as graphic artists, documentary filmmakers, illustrators, and news photographers*).
- 11E3a.12:** Critique a speaker's use of words and language to the purpose of an oral communication and the impact the words may have on the audience.
- 11E3a.13:** Identify rhetorical and logical fallacies used in oral addresses (*to include ad hominem, false causality, red herring, overgeneralization, and the bandwagon effect*).
- 11E3a.14:** Analyze the four basic types of persuasive speech (*to include propositions of fact, value, problem, and policy*) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 11E3a.15:** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (*such as Orson Welles's radio broadcast War of the Worlds by H.G. Wells*).

Component:

Speaking Applications

- 11E3a.16** Deliver reflective presentations that:
- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

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- b. Draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 11E3a.17:** Deliver oral reports on historical investigations that:
- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
 - b. Analyze several historical records of a single event, examining each perspective on the event.
 - c. Describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- 11E3a.18:** Deliver oral responses to literature that:
- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
 - b. Make assertions about the text that are reasonable and supportable.
 - c. Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
 - d. Support important ideas and viewpoints through specific references to the text and to other works.
 - e. Demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - f. Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 11E3a.19:** Deliver multimedia presentations that:
- a. Combine text, images, and sound by incorporating information from a wide range of media (*via films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images*).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
- 11E3a.20:** 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.
- Example: Stage a presentation of Hamlet's soliloquy "To Be or Not to Be".*