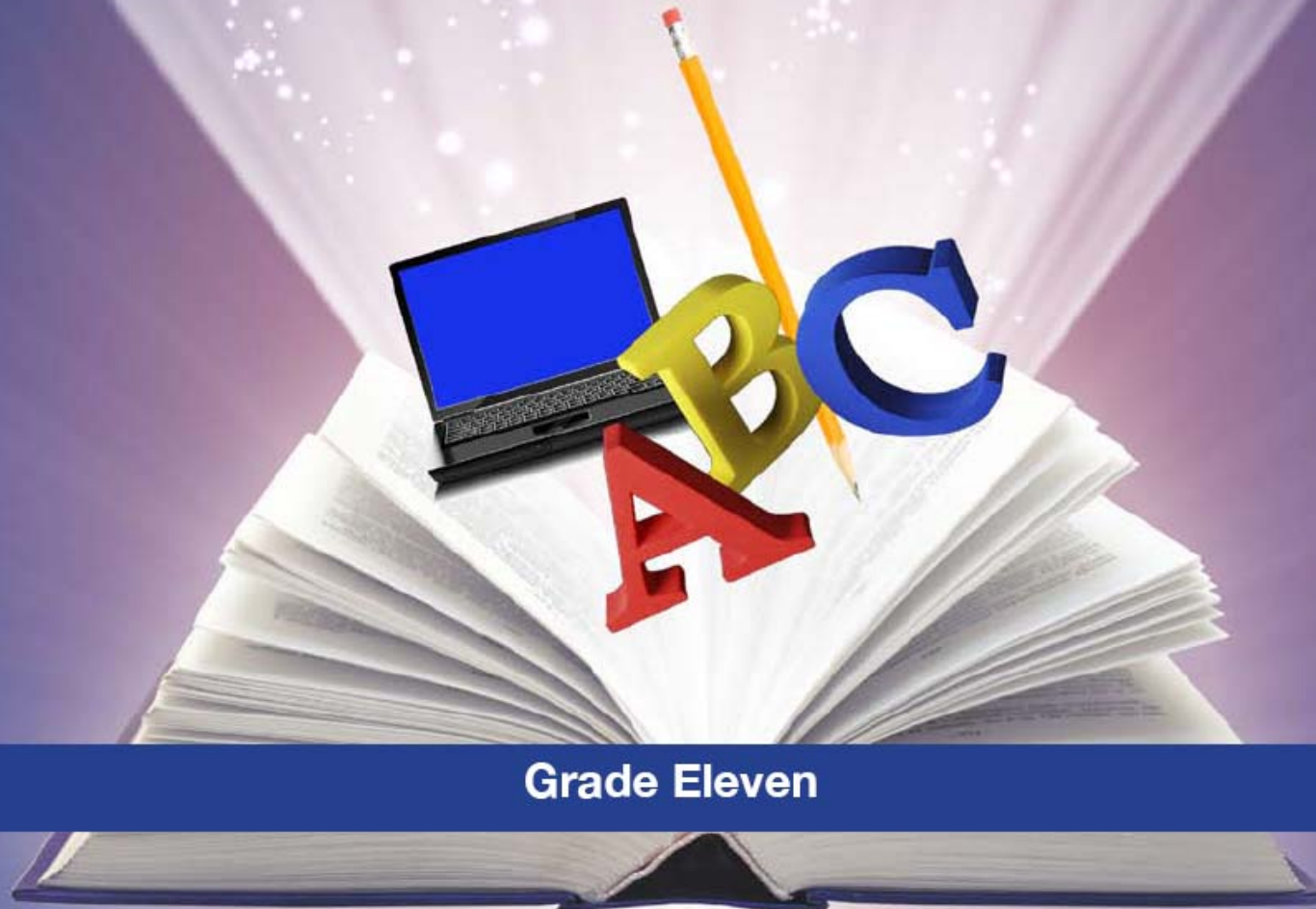


English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Eleven

Board of Education, Commonwealth of Virginia

At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others. In addition, students will examine how persuasive media messages influence audiences' beliefs and behaviors.

- 11.1 The student will make informative and persuasive presentations.**
- a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Address counterclaims.
 - d) Support and defend ideas in public forums.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Monitor listening and use a variety of active listening strategies to make evaluations.
 - g) Use presentation technology.
 - h) Collaborate and report on small-group learning activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will give effective informative and persuasive presentations, using appropriate oral-communication skills. • Students will use grammatically correct language in preparation and presentation of ideas and thoughts. • Students will become critical listeners by assessing the effectiveness of oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how reading, writing, and discussion can be used to generate ideas and plan presentations. • understand how to support and defend their ideas. • understand rhetorical devices and techniques. • identify speech appropriate for audience, topic, and situation. • understand effective oral-delivery techniques. • evaluate and critique content and delivery of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • define a position and select evidence to support that position through reading, writing, and discussion. • establish a purpose. • develop well organized presentations to defend a position or present information. • apply and evaluate persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc. • use effective evidence and oral-delivery skills to convince an audience. • make oral-language choices based on predictions of target audience response. • listen actively by asking clarifying and elaborating questions. • develop effective multimedia presentations. • demonstrate mastery of content through small group collaboration.

- 11.1 The student will make informative and persuasive presentations.**
- a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Address counterclaims.
 - d) Support and defend ideas in public forums.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Monitor listening and use a variety of active listening strategies to make evaluations.
 - g) Use presentation technology.
 - h) Collaborate and report on small-group learning activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • understand effective oral-delivery techniques. • evaluate and critique content and delivery of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • maintain appropriate eye contact. • address an audience with appropriate: <ul style="list-style-type: none"> ◦ volume; ◦ enunciation; ◦ language choices; and ◦ poise. • adopt appropriate tone. • maintain appropriate rhythm. • evaluate the use of persuasive techniques, such as: <ul style="list-style-type: none"> ◦ introduction (for securing interest and establishing unity); ◦ organization; ◦ proof/support; ◦ logic; ◦ loaded language; ◦ rhetorical devices, such as: <ul style="list-style-type: none"> – call to action – elevated language – rhetorical question – appeals to emotion – repetition – figurative language – addressing counterclaims ◦ conclusion.

- 11.1 The student will make informative and persuasive presentations.**
- a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Address counterclaims.
 - d) Support and defend ideas in public forums.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Monitor listening and use a variety of active listening strategies to make evaluations.
 - g) Use presentation technology.
 - h) Collaborate and report on small-group learning activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • critique the accuracy, relevance, and organization of evidence. • critique the clarity and effectiveness of delivery.

- 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.**
- a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.**
 - b) Use media, visual literacy, and technology skills to create products.**
 - c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.**
 - d) Determine the author’s purpose and intended effect on the audience for media messages.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will continue to develop media literacy by examining how media messages influence people’s beliefs and behaviors. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. • understand the difference between <i>objectivity</i>, or fact, and <i>subjectivity</i>, or bias, in media messages. • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. • analyze how the media’s use of symbol, imagery, and metaphor affects the message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. • demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production. • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • determine author’s purpose and distinguish factual content from opinion and possible bias. • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to provoke to action, to appeal to ethics or beliefs, etc.).

At the eleventh-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Students will enhance their appreciation for literature by studying both classic and contemporary American literature. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop vocabulary and reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. • Connotation is subjective, cultural, and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-</i> 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize that figurative language enriches text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. • analyze the connotation of words with similar denotations. • 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. • 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>). • 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. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

- 11.3** The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - Use context, structure, and connotations to determine meanings of words and phrases.
 - Discriminate between connotative and denotative meanings and interpret the connotation.
 - Identify the meaning of common idioms.
 - Identify literary and classical allusions and figurative language in text.
 - Extend general and specialized vocabulary through speaking, reading, and writing.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><i>headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>). <i>Strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <ul style="list-style-type: none"> Denotation is a dictionary definition of a word. Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). An allusion is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible. 		

- 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.**
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. • Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. • A list of poetic elements and techniques is included in the "Essential Knowledge, Skills, and Processes" column for English SOL 9.4 	<p>All students should</p> <ul style="list-style-type: none"> • understand characteristics and cultures of historical periods and literary movements associated with each century. • recognize and understand universal characters, themes, and motifs in American literature. • understand how an author's intent is achieved by the use of context and language. • understand dramatic conventions and devices. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. • analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. • analyze and critique themes across texts and within various social, cultural, and historical contexts. • describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include: <ul style="list-style-type: none"> ◦ Colonialism/Puritanism (17th century);

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 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read and critique a variety of dramatic selections. • A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history. 		<ul style="list-style-type: none"> ◦ Revolutionary movement/Rationalism (18th century); ◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century); ◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and ◦ Contemporary poetry (21st Century) • differentiate among archetypal characters in American literature, such as the: <ul style="list-style-type: none"> ◦ hero/heroine; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ innocent; ◦ villain; ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit;

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- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
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 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ lonely orphan; ◦ shrew; ◦ mother/father figure; ◦ monster/villain; and ◦ scapegoat. • identify major themes in American literature, such as: <ul style="list-style-type: none"> ◦ the American Dream; ◦ loss of innocence; ◦ coming of age; ◦ relationship with nature; ◦ relationship with society; ◦ relationship with science; ◦ alienation and isolation; ◦ survival of the fittest; ◦ disillusionment; and ◦ rebellion and protest. • analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.

- 11.4** The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
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 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
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 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • analyze the representation of a subject or a key scene in two different media. • describe how the use of context and language structures conveys an author's intent and viewpoint. • analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development). • 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. • analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). • use poetic elements to explain, analyze, and evaluate poetry. • compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.

- 11.4** The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. • identify and discuss the elements and techniques that poets use to achieve a desired result, such as: <ul style="list-style-type: none"> ◦ imagery; ◦ precise word choice; ◦ sound devices; ◦ metrical patterns; and ◦ metaphorical/figurative language. • describe the language choices and devices that authors use, such as: <ul style="list-style-type: none"> ◦ rhetorical question; ◦ sarcasm; ◦ satire; ◦ parallelism; ◦ connotation/denotation; ◦ pun; ◦ irony;

- 11.4** The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ tone; ◦ dialect; ◦ diction; and ◦ figurative language. • identify and describe dramatic conventions. • compare and evaluate adaptations and interpretations of a script for stage, film, television or other media.

- 11.5 The student will read and analyze a variety of nonfiction texts.**
- a) Use information from texts to clarify understanding of concepts.**
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.**
 - c) Generalize ideas from selections to make predictions about other texts.**
 - d) Draw conclusions and make inferences on explicit and implied information using textual support.**
 - e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**
 - f) Identify false premises in persuasive writing.**
 - g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.**
 - h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. • Students should recognize persuasive techniques such as: <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to analyze informational material. • understand reading strategies and use those strategies to analyze text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. • know the purpose of the text they are to read and their own purpose in reading it. • use format (page design and layout), text structures, and features to aid in understanding of text. • understand how an organizational pattern enhances the meaning of a text. • distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts • analyze information from a text to make inferences and draw conclusions. • 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. • compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. • provide an objective summary of the text.

- 11.5** The student will read and analyze a variety of nonfiction texts.
- a) Use information from texts to clarify understanding of concepts.
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - c) Generalize ideas from selections to make predictions about other texts.
 - d) Draw conclusions and make inferences on explicit and implied information using textual support.
 - e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - f) Identify false premises in persuasive writing.
 - g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
aloud, etc.		<ul style="list-style-type: none"> • analyze how a variety of logical arguments could reach conflicting conclusions. • evaluate the relevance and quality of evidence used to support a claim. • analyze and identify false premises that intentionally manipulate audiences. • determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text. • before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasion. They will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims. Students will use their knowledge of genres, formats, purposes, audiences, and situations to produce clear and effective products that reflect use of all stages of a writing process.

- 11.6 The student will write in a variety of forms, with an emphasis on persuasion.**
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
 - b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.**
 - c) Organize ideas in a sustained and logical manner.**
 - d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.**
 - e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - f) Revise writing for clarity of content, accuracy and depth of information.**
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.**
 - h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a process for writing to communicate clearly and persuasively. • Students will support a position by selecting valid information and amplifying their text logically. • Students will understand that active constructions are preferred. • Students will avoid false premises in writing including, but not limited to, those listed as persuasive techniques under SOL 11.5. • Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. • Students should have practice writing for shorter time frames as well as extended time frames. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that writing is a process. • locate and select appropriate information that clearly supports a definite purpose and position. • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. • understand revision strategies. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply a variety of planning strategies to generate and organize ideas. • present a thesis that focuses on the problem or argument to be solved. • anticipate and address the counterevidence, counterclaims, and counterarguments. • use effective rhetorical appeals, to establish credibility and persuade intended audience. • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. • understand a variety of organizational patterns. • use appropriate and varied transitions to link sentences and paragraphs. • elaborate ideas clearly and accurately. • show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims. • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. • organize the reasons and evidence logically. • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

- 11.6** The student will write in a variety of forms, with an emphasis on persuasion.
- a) **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
 - b) **Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.**
 - c) **Organize ideas in a sustained and logical manner.**
 - d) **Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.**
 - e) **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - f) **Revise writing for clarity of content, accuracy and depth of information.**
 - g) **Use computer technology to plan, draft, revise, edit, and publish writing.**
 - h) **Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • select an appropriate audience by analyzing assumptions, values, and background knowledge. • develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation.

- 11.7** The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - c) Distinguish between active and passive voice.
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
 - f) Proofread and edit writing for intended audience and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a style manual, such as MLA or APA, in producing research projects. • Students will understand and apply rules for the use of verbals and verbal phrases. • Students will understand active voice is preferable to passive voice. 	<p>All students should</p> <ul style="list-style-type: none"> • understand and apply the rules of the MLA, APA, or other style manual in producing research projects. • understand verbals and verbal phrases and use them appropriately in writing. • use grammatical conventions to vary syntax and paragraph structures for a variety of purposes and audiences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply MLA or APA style for punctuation conventions and formatting direct quotations. • use correctly the following verbal phrases in writing: <ul style="list-style-type: none"> ◦ gerund phrase; ◦ infinitive phrase; ◦ participial phrase; and ◦ absolute phrase. • place main subjects of sentences in front of strong, active verbs and avoid forms of the verb “to be”. [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).] • use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper. • use clauses and phrases for sentence variety. • revise and edit writing for appropriate style and language in informal and formal contexts.

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.

- 11.8** The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Synthesize and present information in a logical sequence.
 - g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Revise writing for clarity of content, accuracy, and depth of information.
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
 - j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will compose a documented research product that is based on valid resources and procedures. • Students will collect, organize, and evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable. • Students will recognize consequences of plagiarism according to the guidelines established by school divisions. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to evaluate sources of information to determine reliability. • understand how to develop a plan and collect information. • understand how to use technology to access, organize, and develop writing. • understand plagiarism has meaningful consequences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • utilize technology to conduct research, organize information, and develop writing. • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • develop a plan to locate and collect relevant information about the chosen topic. • identify a variety of primary and secondary sources of information. • generate notes while following a logical note-taking system. • preview resource materials to aid in selection of a suitable topic. • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. • synthesize information in a logical sequence.

- 11.8** The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Synthesize and present information in a logical sequence.
 - g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Revise writing for clarity of content, accuracy, and depth of information.
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
 - j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. • incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. • revise writing for effect, clarity, accuracy, and depth of information. • follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization. • avoid plagiarism by: <ul style="list-style-type: none"> ◦ understanding that <i>plagiarism</i> is the act of presenting someone else's ideas as one's own; ◦ recognizing that one must correctly cite sources to give credit to the author of an original work; ◦ recognizing that sources of information must be cited even when the information has been paraphrased; and ◦ using quotation marks when someone else's exact words are quoted.

