

English Language Arts (ELA)
Grade-Level Expectations: Eleventh and Twelfth Grades

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:
 - analysis of an author’s word choice
 - use of related forms of words
 - analysis of analogous statements (ELA-1-H1)
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:
 - apostrophes
 - rhetorical questions
 - metaphysical conceits
 - implicit metaphors (metonymy and synecdoche) (ELA-1-H2)
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:
 - fiction/nonfiction
 - drama/poetry
 - public documents
 - film/visual texts
 - debates/speeches (ELA-1-H3)
4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)

Standard 6:

5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:
 - essays and memoirs by early and modern essay writers
 - epic poetry such as *Beowulf*
 - forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue
 - drama, including ancient, Renaissance, and modern comedies and tragedies
 - short stories, novellas, and novels
 - biographies and autobiographies
 - speeches (ELA-6-H3)
8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:
 - an autobiography/diary gives insight into a particular time and place
 - the pastoral idealizes life in the country
 - the parody mocks people and institutions
 - an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)

Standard 7:

9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:
 - interpreting and evaluating presentation of events and information

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- evaluating the credibility of arguments in nonfiction works
 - making inferences and drawing conclusions
 - evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)
 - comparing and contrasting major periods, themes, styles, and trends within and across texts
 - making predictions and generalizations about ideas and information
 - critiquing the strengths and weaknesses of ideas and information
 - synthesizing (ELA-7-H1)
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:
- school library catalogs
 - online databases
 - electronic resources
 - Internet-based resources (ELA-7-H2)
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:
- identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning
 - distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

14. Develop complex compositions, essays, and reports that include the following:
- a clearly stated central idea/thesis statement
 - a clear, overall structure (e.g., introduction, body, appropriate conclusion)
 - supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words, phrases, and devices that unify throughout (ELA-2-H1)
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
- word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
16. Develop complex compositions using writing processes such as the following:
- selecting topic and form (e.g., determining a purpose and audience)
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing with peers and teachers
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language

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- publishing using available technology (ELA-2-H3)
17. Use the various modes to write complex compositions, including:
 - definition essay
 - problem/solution essay
 - a research project
 - literary analyses that incorporate research
 - cause-effect essay
 - process analyses
 - persuasive essays (ELA-2-H4)
 18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)
 19. Extend development of individual style to include the following:
 - avoidance of overused words, clichés, and jargon
 - a variety of sentence structures and patterns
 - diction that sets tone and mood
 - vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
 20. Write for various purposes, including:
 - interpretations/explanations that connect life experiences to works of American, British, and world literature
 - functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)

Writing/Proofreading

Standard 3:

21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22. Apply standard rules of usage, for example:
 - avoid splitting infinitives
 - use the subjunctive mood appropriately (ELA-3-H2)
23. Apply standard rules of mechanics and punctuation, including:
 - parentheses
 - brackets
 - dashes
 - commas after introductory adverb clauses and long introductory phrases
 - quotation marks for secondary quotations
 - internal capitalization
 - manuscript form (ELA-3-H2)
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26. Select language appropriate to specific purposes and audiences for speaking, including:
 - delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:

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- reading and questioning
 - writing responses
 - forming groups
 - taking accurate, detailed notes (ELA-4-H2)
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)
29. Deliver presentations that include the following:
- language, diction, and syntax selected to suit a purpose and impact an audience
 - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience
 - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
30. Use active listening strategies, including:
- monitoring messages for clarity
 - selecting and organizing information
 - noting cues such as changes in pace (ELA-4-H4)
31. Deliver oral presentations, including:
- speeches that use appropriate rhetorical strategies
 - responses that analyze information in texts and media
 - persuasive arguments that clarify or defend positions (ELA-4-H4)
32. Give oral and written analyses of media information, including:
- identifying logical fallacies (e.g., attack *ad hominem*, false causality, overgeneralization, bandwagon effect) used in oral addresses
 - analyzing the techniques used in media messages for a particular audience
 - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation
 - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
33. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participants' performance (ELA-4-H6)

Information Resources

Standard 5:

34. Select and critique relevant information for a research project using the organizational features of a variety of resources, including:
- print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)
 - electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
35. Locate, analyze, and synthesize information from a variety of complex resources, including:
- multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites or databases)
 - other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)

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36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
 - formulating clear research questions
 - evaluating the validity and/or reliability of primary and/or secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation
 - preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:
 - researched information that supports main ideas
 - facts, details, examples, and explanations from sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)
39. Use word processing and/or technology to draft, revise, and publish various works, including:
 - functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly
 - analytical reports that include databases, graphics, and spreadsheets
 - research reports on high-interest and literary topics (ELA-5-H4)
40. Use selected style guides to produce complex reports that include the following:
 - credit for sources (e.g., appropriate parenthetical documentation and notes)
 - standard formatting for source acknowledgment (ELA-5-H5)
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)