

Billings Public Schools English Language Arts
Grade 11 Core Requirements

READING STANDARDS FOR LITERATURE GRADE 11

SEMESTER 1

Literature from the Puritans through Prohibition

Required:

- *The Adventures of Huckleberry Finn*
- *The Great Gatsby*

Honors Required:

- *Scarlet Letter*

Additional Selections:

- Holt Anthology Units 1, 2, 3, 4, 5
- Indian Ed for All works
- Grade level reading list of approved literature suggestions

SEMESTER 2

Literature from the Great Depression to the Present

Required:

- *A Yellow Raft in Blue Water*
- One or more works from the following: *A Lesson Before Dying*, *Catcher in the Rye*, *The Crucible*, *For Whom the Bell Tolls*, or *The Grapes of Wrath*

Additional Selections:

- Holt Anthology Units 6, 7
- Grade level reading list of approved literature suggestions

Honors:

- Additional readings from honors reading list

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Reading Standards for Literature

11th Grade Emphasis	Standards
	Key Ideas and Details
<ul style="list-style-type: none"> Text leaves matters uncertain 	11.RL.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.
<ul style="list-style-type: none"> Objective summary Two themes or central ideas 	11.RL.2. Determine two or more themes or central ideas of a text, including those by and about American Indians, 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.
	11.RL.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	Craft and Structure
	11.RL.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. (Include Shakespeare, works by American Indian authors, as well as other authors.)
<ul style="list-style-type: none"> Author's structural choices 	11.RL.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.
<ul style="list-style-type: none"> Satire, sarcasm, irony, and understatement 	11.RL.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), include works by and about American Indians.
	Integration of Knowledge and Ideas
<ul style="list-style-type: none"> Multiple interpretations of source text American dramatist 	11.RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	11.RL.8. (Not applicable to literature)
<ul style="list-style-type: none"> Foundational works of American literature 	11.RL.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, 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
	11.RL.10. 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.

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READING STANDARDS FOR INFORMATIONAL TEXT GRADE 11

SEMESTER 1

From the Puritans through Prohibition

Required:

- Selections from Holt Anthology Units 1, 2, 3, 4, 5
- Other nonfiction including works by and about American Indians
- Grade level reading list of approved nonfiction suggestions

SEMESTER 2

Literature from the Great Depression to the Present

Required:

- Selections from Holt Anthology Units 6, 7
- Other nonfiction including works by and about American Indians
- Grade level reading list of approved nonfiction suggestions

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Reading Standards for Informational Text

11th Grade Emphasis	Standards
	Key Ideas and Details
<ul style="list-style-type: none"> • Explicit evidence • Inferential evidence 	11.RI.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.
<ul style="list-style-type: none"> • Objective summary • Two or more central ideas 	11.RI.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.
<ul style="list-style-type: none"> • Sequence of events 	11.RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text.
	Craft and Structure
<ul style="list-style-type: none"> • Vocabulary usage 	11.RI.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 <i>faction</i> in <i>Federalist</i> No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).
<ul style="list-style-type: none"> • Structural effectiveness 	11.RI.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.
<ul style="list-style-type: none"> • Purpose • Point of view 	11.RI.6. Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
	Integration of Knowledge and Ideas
<ul style="list-style-type: none"> • Source variety 	11.RI.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.
<ul style="list-style-type: none"> • Reasoning in public documents 	11.RI.8. Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, 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., <i>The Federalist</i> , presidential addresses, American Indian policies).
<ul style="list-style-type: none"> • Theme • Purpose • Rhetorical features 	11.RI.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, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for

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	their themes, purposes, and rhetorical features.
	Range of Reading and Level of Text Complexity
	11.RI.10. 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.

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Grade 11 Core Requirements**WRITING STANDARDS GRADE 11****SEMESTER 1****Required:**

- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis and/or improve college-career readiness
- Write two timed responses in preparation for standardized testing
- Write a multi-paragraph informative/explanatory paper on a literary work
- Write a multi-paragraph argumentative paper incorporating the following skills:
 - Outlining (Roman numerals, ABC, 123, etc.)
 - Paraphrasing, summarizing and quoting
 - Citing sources using MLA conventions
 - Creating a Works Cited page
- Practice the following research skills:
 - Outlining (Roman numerals, ABC, 123, etc.)
 - Paraphrasing, summarizing and quoting
 - Citing sources using MLA conventions
 - Creating a Works Cited page
 - Summarizing and evaluating sources
 - Utilizing notecards (either hard copy or digital)

Honors:

- Complete additional rigorous writing assignments including literary analysis

SEMESTER 2**Required:**

- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis and/or improve college-career readiness
- Write one timed argumentative response in preparation for standardized testing
- Write a narrative
- Write a 4-8 page research paper incorporating the following skills:
 - Outlining (Roman numerals, ABC, 123, etc.)
 - Paraphrasing, summarizing and quoting
 - Citing sources using MLA conventions
 - Creating a Works Cited page
 - Summarizing and evaluating sources
 - Utilizing notecards (either hard copy or digital)

Honors:

- Complete additional rigorous writing assignments including literary analysis

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Writing Standards

11 th Grade Emphasis	Standards
<ul style="list-style-type: none"> • Argumentation • Claims • Counterclaims • Organization • Reasoning • Evidence • Development • Conclusion 	<p>Text Types and Purposes</p> <p>11.W.1. Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.
<ul style="list-style-type: none"> • Topic • Organization • Development • Support • Conclusion 	<p>11.W.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.</p> <ol style="list-style-type: none"> 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

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	<p>they are writing.</p> <p>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).</p>
<ul style="list-style-type: none"> • Real or imagined experiences • Introduction • Plot construction • Event sequencing • Details • Conclusion 	<p>11.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
	Production and Distribution of Writing
<ul style="list-style-type: none"> • Clear and coherent writing 	<p>11.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
<ul style="list-style-type: none"> • Writing process 	<p>11.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p>
<ul style="list-style-type: none"> • Feedback via technology 	<p>11.W.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.</p>
	Research to Build and Present Knowledge
<ul style="list-style-type: none"> • See delineated research requirements and skills on p. 35 	<p>11.W.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.</p>
<ul style="list-style-type: none"> • Source evaluation 	<p>11.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p>

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	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 overreliance on any one source and following a standard format for citation.
• Print-based sources	<p>11.W.9. Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses, American Indian Policies]”).</p>
	Range of Writing
	11.W.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.

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Grade 11 Core Requirements**SPEAKING AND LISTENING STANDARDS GRADE 11****SEMESTER 1****Required:**

- Initiate and participate in large and small-group discussions
- Divide into small groups in order to lead large-group discussion (e.g. small group leads discussion on disenfranchised groups as seen in *Gatsby*)
 - Pose and respond to questions clarifying, verifying, or challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others into the discussion
- Resolve contradictions in large and small-group discussions when possible and determine what additional information is required to deepen discussion

SEMESTER 2**Required:**

- Participate in large and small-group discussions
 - Pose and respond to questions clarifying, verifying, or challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others into the discussion
- Present research during the research process for peer review or after the research process to culminate.
 - Use digital media to enhance and add interest (using technical writing skills)
 - Evaluate peer's supporting evidence, logical organization, viewpoints, development, substance and style
 - Prepare and participate in a question-and-answer session at the conclusion of peer's presentation

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Speaking and Listening Standards

11th Grade Emphasis	Standards
<ul style="list-style-type: none"> • Collaborative discussions • Age-appropriate topics • Individual roles • Appropriate exchange of ideas • Conclusion 	<p>Comprehension and Collaboration</p> <p>11.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<ul style="list-style-type: none"> • Make decisions and solve problems • Source credibility 	<p>11.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<ul style="list-style-type: none"> • Point of view • Use of reasoning rhetoric and evidence 	<p>11.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<ul style="list-style-type: none"> • Clear perspective • Sufficient evidence, support, and development • Alternative perspective 	<p>Presentation of Knowledge and Ideas</p> <p>11.SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

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• Digital media in presentations	11.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
• Speech/Language level	11.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

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LANGUAGE STANDARDS GRADE 11

SEMESTER 1

Required:

- Observe hyphenation conventions
- Use standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA) appropriate for the discipline and writing type

SEMESTER 2

Required:

- Use standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA) appropriate for the discipline and writing type

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Language Standards

11th Grade Emphasis	Standards
<ul style="list-style-type: none"> • Conventions of grammar and usage • Reliable reference materials 	<p>11.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
<ul style="list-style-type: none"> • Conventions of capitalization, punctuation, and spelling • Hyphenation 	<p>11.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
	Knowledge of Language
<ul style="list-style-type: none"> • Language functions in context 	<p>11.L.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.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	Vocabulary Acquisition and Use
<ul style="list-style-type: none"> • Words with multiple meanings • Word change patterns • Variety of reference materials 	<p>11.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.</p> <ol style="list-style-type: none"> 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. b. 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>). 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. 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).
<ul style="list-style-type: none"> • Figures of speech in context 	<p>11.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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	b. Analyze nuances in the meaning of words with similar denotations.
• Vocabulary development	11.L.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.