

11th Critical Concepts:

Planning and Revising

Skills:

- I can produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience
- I can engage in planning, revision, editing, and rewriting drafts
- I can cite sources
- I can collect and organize ideas
- I can outline and/or create a plan for structure

Gathering Evidence

Skills:

- I can gather relevant information from multiple authoritative grade-appropriate print and digital sources, using advanced searches effectively
- I can assess the strengths and limitations of each source in terms of the task, purpose, and audience
- I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source following a standard format for citation
- I can identify the qualities of authoritative sources
- I can understand techniques for assessing the usefulness of sources

Research Writing

Skills:

- I can use research to answer a self-generated question or to solve a problem
- I can narrow or broaden research when appropriate
- I can synthesize multiple sources
- I can demonstrate an understanding of the subject through research
- I can gather research from outside sources

Argument Writing

Skills:

- I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- I can develop claim(s) and counterclaim(s) 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
- I can 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
- I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which I am writing
- I can provide a concluding statement or section that follows from and supports the argument presented

Billings Public Schools English Language Arts
Grade 11 Core Requirements

WRITING STANDARDS GRADE 11

Semester One

- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis an/or improve college-career readiness
- Write a multi-paragraph argumentative paper incorporating planning and revising/gathering evidence
- Write timed writing responses in preparation for standardized testing

Semester Two

- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis an/or improve college-career readiness
- Write timed writing responses in preparation for standardized testing
- Write a 4-8 page research paper incorporating planning and revising/gathering evidence

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Grade 11 Core Requirements

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXTS GRADE 11

Semester One (Early American Writing-1920)

Required Reading:

The Great Gatsby

Selections from the following:

Holt Anthology Unit 1 (*The Crucible*)

Holt Anthology Unit 2

Holt Anthology Unit 3

Holt Anthology Unit 4

Holt Anthology Unit 5

Additional Reading Selections:

Grade-level approved novels and texts from the School District 2 Literature List

https://docs.google.com/document/d/1MJ6hZ2mTlj8i2PoAX05ASKq8btz_dTEsL7mitqqHZFO/e/dit?usp=sharing

Semester Two (1930-Present)

Required Reading:

IEFA text *A Yellow Raft in Blue Water*, *The Way to Rainy Mountain*, or *Truth and Bright Water*

One additional text from the approved School District 2 Literature List

Additional Reading Selections:

Holt Anthology Unit 6

Holt Anthology Unit 7

Grade-level approved novels and texts from the School District 2 Literature List

https://docs.google.com/document/d/1MJ6hZ2mTlj8i2PoAX05ASKq8btz_dTEsL7mitqqHZFO/e/dit?usp=sharing

SPEAKING AND LISTENING STANDARDS GRADE 11

Semester One

- Initiate and participate in small and large group discussions
 - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others
- Resolve contradiction in small and large group discussions when possible and determine what additional information is required to deepen discussion

Semester Two

- Initiate and participate in small and large group discussions
 - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others
- 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 presentations for supporting evidence, logical organization, viewpoints, development, substance, style

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LANGUAGE STANDARDS GRADE 11

Semester One

- Apply 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
- Observe hyphenation

Semester Two

- Apply 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