

IB Language & Literature 11

- PS 1 11-12.RL.2 - Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
- PS 2 11-12.RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- PS 3 11-12.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.
- PS 4 11-12.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).
- PS 5 11-12.RL.9 - 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.
- PS 6 11-12.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.
- PS 7 11-12.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.
- PS 8 11-12.RI.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- PS 9 11-12.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, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- PS 10 11-12.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- PS 11 11-12.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.)
- PS 12 11-12.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.
- PS 13 11-12.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the 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.
- PS 14 11-12.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- PS 15 11-12.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- PS 16 11-12.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word

meanings.

- PS 17 11-12.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.
- PS 18 11-12.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas, and expressing their own clearly and persuasively.
- PS 19 11-12.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- PS 20 11-12.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.
- PS 21 Demonstrate awareness of the significance of the context in which a work is written and received.
- PS 22 Demonstrate an ability to analyze language, structure, technique, and style, and to evaluate their effects on the reader.
- PS 23 Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar texts.
- PS 24 Demonstrate an ability to discuss the different ways in which language and image may be used in a range of texts.
- PS 25 Demonstrate knowledge and understanding of individual literary works as representative of their genre and period and the relationships between them, as well as the ways in which the cultural values are expressed.