| 2024 Grade 11 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.** |  |
| 11.RV.1 A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. |  |
| 11.RV.1 B. Use context and sentence structure to clarify the meanings of words and phrases. |  |
| 11.RV.1 C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words. |  |
| 11.RV.1 D. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy). |  |

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| 11.RV.1 E. Explain and analyze idiomatic language in context. |  |
| 11.RV.1 F. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts. |  |
| 11.RV.1 G. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |  |
| **11.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.** |  |
| 11.RL.1 A. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras. |  |
| 11.RL.1 B. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot. |  |
| 11.RL. 1C. Analyze how characters are revealed through particular lines of dialogue or events. |  |
| 11.RL.1 D. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. |  |
| 11.RL.2 A. Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader’s senses. |  |
| 11.RL.2 B. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint. |  |
| 11.RL.2 C. Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes. |  |
| 11.RL.2 D. Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied. |  |
| 11.RL.3 A. Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives. |  |
| 11.RL.3 B. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama. |  |
| 11.RL.3 C. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts. |  |
| **11.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| 11.RI.1 A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents. |  |
| 11.RI.1 B. Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |  |
| 11.RI.1 C. Evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence by corroborating or challenging them with other information. |  |
| 11.RI.2 A. Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose. |  |
| 11.RI.2 B. Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts. |  |
| 11.RI.2 C. Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts. |  |
| 11.RI.3 A. Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions. |  |
| 11.RI.3 B. Compare and contrast informational and technical texts for intent, content, and clarity. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic. |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear |  |