

Core Standards for Jr. English

LANGUAGE

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 1a Apply the understanding that usage is a matter of convention, a change over time, and sometimes tested.
 - 1b Resolve issues of complex or contested usage, consulting references.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 2a Observe hyphenation conventions.
 - 2b Spell correctly.
- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading and listening.
 - 3a Vary syntax for effect, consulting references for guidance; apply an understanding of syntax to the study of complex texts when reading.
- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.
 - 4a Use context as a clue to the meaning of a word or phrase.
 - 4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - 4c Consult general and specialized reference materials 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.
 - 4d Verify the preliminary determination of the meaning of word or phrase.
- 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
 - 5a Interpret figures of speech in context and analyze their role in the text.
 - 5b Analyze nuances in the meaning of words with similar denotations.

SPEAKING & LISTENING

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics/texts/issues, building on others' ideas and expressing their own clearly and persuasively.
 - 1a 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 thoughtful, well-reasoned idea exchange.
 - 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - 1c Propel conversations by proposing 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 creative and divergent perspectives.
 - 1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information and research is required to deepen the investigation or complete the task.
- 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.
- 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.
- 4 Present information, findings, and supporting evidence, creating 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.
- 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.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

READING INFO TEXT

- 1 Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.
- 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- 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 faction in Federalist No. 10).
- 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.
- 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.
- 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.
- 8 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- 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.
- 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.

WRITING I

- 1 Write narratives to develop real or imagined experiences/events using effective techniques, details, and event sequences.
 - 1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - 1b Develop claims 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 audience's knowledge level, concerns, values, and biases.
 - 1c 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.
 - 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 1e Provide a concluding statement or section that follows from and supports the argument presented.
- 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis.
 - 2a 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.
 - 2b 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.
 - 2c 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.
 - 2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - 2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 2f 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).

READING LITERATURE

- 1 Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.
- 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).
- 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 as well as other authors.)
- 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.
- 6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- 7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 8 [Not applicable to literature]
- 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.
- 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.

WRITING II

- 3 Write narratives to develop real or imagined experiences/events using effective techniques, details, and event sequences.
 - 3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing viewpoints and introducing a narrator/characters; create a smooth progression of experiences/events.
 - 3b Use narrative techniques, like dialogue, pacing, description, reflection, plot lines, to develop experiences/events/characters.
 - 3c Use a variety of techniques to sequence events so they build a coherent whole which creates a particular tone and outcome.
 - 3d Use precise words and phrases, detail, and sensory language to convey a vivid picture of experiences, events, setting, or characters.
 - 3e Provide logical conclusion which reflects on what is experienced, observed, or resolved over the course of the narrative.
- 4 Produce clear and coherent writing in which development, organization, and style are appropriate to task/purpose/audience.
- 5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 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.
- 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 subject under investigation.
- 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 flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 9a Apply Reading standards 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").
 - 9b Apply Reading standards 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., Supreme Court majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy.

Standards drive instruction.