



# Stafford County Public Schools

## English/Language Arts– Grade 11

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines.

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### Communication and Multimodal Literacies

**The student will make planned, informative and persuasive, multimodal, interactive presentations, collaboratively and individually.**

- Select and effectively use multimodal tools to design and develop presentation content.
- Credit information sources.
- Demonstrate the ability to work collaboratively with diverse teams.
- Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- Use a variety of strategies to listen actively and speak, using appropriate discussion rules with awareness of verbal and nonverbal cues.
- Anticipate and address alternative or opposing perspectives and counterclaims.
- Evaluate the various techniques used to construct arguments in multimodal presentations.
- Use vocabulary appropriate to the topic, audience, and purpose.
- Evaluate effectiveness of multimodal presentations.

**The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.**

- Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.
- Create media messages with a specific point of view.
- Evaluate media sources for relationships between intent and content.
- Analyze the impact of selected media formats on meaning.
- Determine the author's purpose and intended effect on the audience for media messages.
- Manage, analyze, and synthesize multiple streams of simultaneous information.
- Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

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### Reading

**The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**

- Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- Use context, structure, and connotations to determine meanings of words and phrases.
- Discriminate between connotative and denotative meanings and interpret the connotation.
- Explain the meaning of common idioms.
- Explain the meaning of literary and classical allusions and figurative language in text.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

**The student will read, comprehend, and analyze relationships among American literature, history, and culture.**

- Describe contributions of different cultures to the development of American literature.
- Compare and contrast the development of American literature in its historical context.
- Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- Interpret the social or cultural function of American literature.
- Analyze how context and language structures convey an author's intent and viewpoint.
- Critique how authors use key literary elements to contribute to meaning, including character development, theme, conflict, and archetypes within and across texts.
- Interpret how the sound and imagery of poetry support the subject, mood, and theme and appeal to the reader's senses.
- Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- Analyze the use of dramatic conventions in American literature.
- Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).

- Compare/contrast literary and informational nonfiction texts.

**The student will read, interpret, analyze and evaluate a variety of nonfiction texts, including employment documents and technical writing.**

- Apply information from texts to clarify understanding of concepts.
- Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- Analyze technical writing for clarity.
- Paraphrase and synthesize ideas within and between texts.
- Draw conclusions and make inferences on explicit and implied information using textual support.
- Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).

**Writing**

**The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic, with an emphasis on persuasion/argumentation.**

- Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- Blend multiple forms of writing, including embedding narratives to produce effective essays.
- Revise writing for clarity of content, accuracy, and depth of information.
- Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.**

- Use complex sentence structure to infuse sentence variety in writing.
- Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- Distinguish between active and passive voice.

**Research**

**The student will analyze, evaluate, synthesize, and organize information from a variety of credible sources to produce a research product.**

- Critically evaluate quality, accuracy, and validity of information.
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
- Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

Resources: Stafford County Public Schools: <https://www.staffordschools.net>

Virginia Department of Education SOLs for English: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/review.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml)