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| **Reading Standards** | | | | | | | |
| Number | Standard | Dates Assessed | | | | | |
| **RL.11.1**  **(Lit text)** | **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** |  |  |  |  |  |  |
| **RI.11.1**  **(Info text)** | **Cite strong and thorough 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** |  |  |  |  |  |  |
| **RL.11.6** | **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)** |  |  |  |  |  |  |
| **RI.11.5** | **Analyze and evaluates 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** |  |  |  |  |  |  |
| **RL.11.9**  **(Lit text)** | **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** |  |  |  |  |  |  |
| **RI. 11.9**  **(Info text)** | **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** |  |  |  |  |  |  |
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| **Writing Standards** | | | | | | | |
| **W.11.1** | **Write arguments to support claims in an analysis of substantive topics or texts, using**  **valid reasoning and relevant and sufficient evidence** |  |  |  |  |  |  |
| **W.11.2** | **Write informative/explanatory texts to examine and convey complex ideas, concepts, and**  **information clearly and accurately through the effective selection, organization, and analysis of content** |  |  |  |  |  |  |
| **W.11.3** | **Write narratives to develop real or imagined experiences or events using effective**  **technique, well-chosen details, and well structured event sequences** |  |  |  |  |  |  |
| **W.11.4** | **Produce clear and coherent writing in which the development, organization, and style are**  **appropriate to task, purpose, and audience** |  |  |  |  |  |  |
| **W.11.7** | **Conduct short as well as more sustained research projects to answer a question**  **(including a self-generated question) or solve a problem; narrows or broadens the inquiry**  **when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation** |  |  |  |  |  |  |
| **W.11.8** | **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; integrates information into the text selectively**  **to maintain the flow of ideas, avoid plagiarism and overreliance on any one source and** |  |  |  |  |  |  |
| **W.11.9** | **Draw evidence from literary or informational texts to support analysis, reflection, and**  **research** |  |  |  |  |  |  |

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| **Speaking and Listening Standards** | | | | | | | |
| Number | Standard | Dates Assessed | | | | | |
| **SL.11.1** | **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 b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed** |  |  |  |  |  |  |
| **SL.11.3** | **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** |  |  |  |  |  |  |
| **SL.11.4** | **Presents information, findings, and supporting evidence, conveying a clear and distinct**  **perspective, such that listeners can follow the line of reasoning, alternative or opposing perspective are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal** |  |  |  |  |  |  |
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| **Language and Conventions Standards** | | | | | | | |
| **L.11.1** | **Demonstrate command of the conventions of standard English grammar and usage when**  **writing or speaking a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested b. Resolve issues of complex or contested**  **usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage,***  ***Garner’s Modern American Usage*) as needed** |  |  |  |  |  |  |
| **L.11.3** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening** |  |  |  |  |  |  |