

**ELEVENTH GRADE COMPOSITION, CONVENTIONS,  
AND LISTENING, SPEAKING, AND VIEWING**

**WRITING**

**All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Expository writing is the focus for 11<sup>th</sup> grade; by the end of 11<sup>th</sup> grade, the student will demonstrate developing competency of specified strategies in expository writing.** The student writes coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).

**ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student**

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

➤ **Sample Task for ELA11W1**

The student composes an essay that compares and contrasts editorials or point/counterpoint articles representing contrasting opinions on a particular issue and analyzes the ways the two authors use language, style, syntax, and rhetorical strategies to argue their opposing viewpoints.

**ELA11W2 The student demonstrates competence in a variety of genres.**

The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:

- a. Engages the interest of the reader.

\*\*\*Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.

## ELA High School

- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.
- d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.
- e. Includes a variety of information on relevant perspectives, as applicable.
- f. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.
- g. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.
- h. Demonstrates an understanding of the elements of expository discourse (i.e., purpose, speaker, audience, form).
- i. Incorporates elements of discourse from other writing genres into exposition.
- j. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, and analogy.
- k. Uses language, point of view, characterization, style, and related elements effectively for specific rhetorical and aesthetic purposes.
- l. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

The student produces persuasive writing that clearly, logically, and purposefully applies persuasive writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analysis, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.

The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.

➤ **Sample Task for ELA11W2**

The student composes an essay that states, explains, and justifies the student writer's interpretation of a literary work, using only evidence from the primary text as support (e.g. characterization, setting, diction, point of view, structure, figurative language, imagery, tone, etc.).

**ELA11W3 The student uses research and technology to support writing. The student**

- a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.

\*\*\*Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.

## ELA High School

- b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.
- c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- d. Integrates quotations and citations into a written text while maintaining the flow of ideas.
- e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals such as the *Modern Language Association Handbook*, *The Chicago Manual of Style*, *Turabian*, *American Psychological Association*, etc.
- f. Uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).
- g. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.

### ➤ **Sample Task for ELA11W3**

The student composes a 1<sup>st</sup> person account of a figure from history, incorporating relevant factual information while writing as that person.

### **ELA11W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student**

- a. Plans and drafts independently and resourcefully.
- b. Revises writing to improve the logic and coherence of the organization and controlling perspective.
- c. Revises writing for specific audiences, purposes, and formality of the contexts.
- d. Revises writing to sharpen the precision of word choice and achieve desired tone.
- e. Revises text to highlight the individual voice and to improve sentence variety and style.
- f. Edits writing to improve word choice, grammar, punctuation, etc.

### ➤ **Sample Task for ELA11W4**

The student composes a timed, in-class essay that states, explains, and justifies the student writer's interpretation of a literary work, using only evidence from the primary text as support (e.g. characterization, setting, diction, point of view, structure, figurative language, imagery, tone, etc.).

\*\*\*Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.

## CONVENTIONS

**Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation.** The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

**ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student**

- a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
- b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).
- c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).

### ➤ **Sample Tasks for Conventions**

Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.

**ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student**

- a. Produces writing that conforms to appropriate manuscript requirements.
- b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).
- d. Includes formal works cited or bibliography when applicable.

### ➤ **Sample Tasks for Conventions**

Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.

\*\*\*Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.

## **LISTENING, SPEAKING, AND VIEWING**

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

### **ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinion.
- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- i. Employ group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Divides labor so as to achieve the overall group goal efficiently.

#### **➤ Sample Task for ELA11LSV1**

The student traces an image or a motif (e.g., bird image or light/dark motif) through a work of fiction, then engages in a Socratic seminar to determine the significance of the image in its various manifestations and of the observed pattern as it develops and contributes to the theme or underlying meaning.

### **ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.**

When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:

- a. Recognizes strategies used by the media to inform, persuade, entertain (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).
- b. Analyzes visual or aural techniques used in a media message for a particular audience and evaluates their effectiveness.
- c. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

\*\*\*Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.

## ELA High School

- d. Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.)
- e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.

### When delivering and responding to presentations, the student:

- a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.
- b. Evaluates and uses different effects (i.e., visual, music, sound, graphics) to create competent presentations or productions.
- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.
- d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.

### ➤ **Sample Task for ELA11LSV2**

The student investigates a current trend (e.g., a particular fashion trend, the profusion of SUVs, etc.) by

- a. researching the history of the trend;
- b. analyzing TV and print ads and/or TV shows and popular films that promote the trend;
- c. interviewing a cross section of students and adults to procure their views and insights about the trend.

At the conclusion of the investigation, the student prepares a succinct, 1-2 page position paper that synthesizes the results of his/her research and takes a stand on an issue raised in the investigation. The student then presents and defends his/her position before the class, citing the results of the research as he/she fields questions and defends this position.

\*\*\*Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.