

# Reading/Language 11<sup>th</sup> Grade Common Core

## ENG 501, 502 English (U.S. Literature)

1 credit  
5 days per week; 2 semesters  
Taught in English

This is a **required course for all 11<sup>th</sup> grade students** in both the Mexican and/or U.S. diploma program. Course content will include the writing process, English grammar, vocabulary development, public speaking skills, testing and critical thinking skills, in addition to selections from American literature. Students will do a great deal of writing (narrative, descriptive, comparative, persuasive, and creative). In addition, students will expand abilities to interpret works of literature, while at the same time improving their grammar and vocabulary usage.

Textbook: Beers, Kylee, et al. Elements of Literature – Fifth Course.  
Holt, Rinehart, and Winston: Austin, Texas, (2009 Edition)  
Prerequisite: ENG 401/402

Benchmark Code – Subject: Language Arts = LA

Strand 1 = Literature

Strand 2 = Informational Text

Strand 3 = Writing

Strand 4 = Speaking and Listening

Strand 5 = Language

Code: Common Core State Standards. English Language Arts-Strand.Standard#  
Example: CCSS.ELA-Literacy.RL.11.1= Common Core State Standards. English Language Arts-Reading Literacy.11.1

## Strand 1: Literature

Standard 1: The student reads closely to identify key ideas and details in literature.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.11.1	The student will 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.
CCSS.ELA-Literacy.RL.11.2	The student will 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.
CCSS.ELA-Literacy.RL.11.3	The student will 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).

Standard 2: The student identifies the craft and structure of a story or selection.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.11.4	The student will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; 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 (including Shakespeare as well as other authors.)
CCSS.ELA-Literacy.RL.11.5	The student will 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.
CCSS.ELA-Literacy.RL.11.6	The student will analyze a case in which grasping point of view require distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Standard 3: The student integrates knowledge and ideas in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.11.7	The student will 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.)
CCSS.ELA-Literacy.RL.11.9	The student will 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.
Standard 4: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.11.10	The student will read and comprehend literature, including stories, dramas, and poems, in the grade 11 text complexity band proficiently with scaffolding as needed at the high end of the range.
<b>Strand 2: Informational Texts</b>	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RI.11.1	The student will 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.
CCSS.ELA-Literacy.RI.11.2	The student will 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.

CCSS.ELA-Literacy. RI.11.3	The student will 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.
Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy. RI.11.4	The student will 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 <i>faction</i> in <i>Federalist</i> No. 10).
CCSS.ELA-Literacy. RI.11.5	The student will 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.
CCSS.ELA-Literacy. RI.11.6	The student will 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.
Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy. RI.11.7	The student will integrate and evaluate multiple sources of information presented in different media or formats (e.g., <i>visually</i> , <i>quantitatively</i> ), as well in words in order to address a question or solve a problem.
CCSS.ELA-Literacy. RI.11.8	The student will 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., <i>The Federalist</i> , presidential addresses). (Taught in 11 <sup>th</sup> U.S. history)
CCSS.ELA-Literacy. RI.11.9	The student will 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, rhetorical features. (Taught in 11 <sup>th</sup> U.S. history)
Standard 4: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy. RI.11.10	The student will read and comprehend literary nonfiction at the high end of the grade 11 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Strand 3: Writing**

Standard CCSS.ELA-Literacy.W.11.1: The student writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.11.1.A	The student will introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.11.1.B	The student will develop claim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concern, values, and possible biases.
CCSS.ELA-Literacy.W.11.1.C	The student will 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.
CCSS.ELA-Literacy.W.11.1.D	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11.1.E	The student will provide a concluding statement or section that follows from and supports the argument presented.

Standard CCSS.ELA-Literacy.W.11.2: The student writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.11.2.A	The student will 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., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.11.2.B	The student will develop the 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.
CCSS.ELA-Literacy.W.11.2.C	The student will 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.
CCSS.ELA-Literacy.W.11.2.D	The student will use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11.2.E	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11.2.F	The student will 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).
Standard CCSS.ELA-Literacy.W.11.3: The student writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.11.3.A	The student will engage the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.11.3.B	The student use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.11.3.C	The student will use a variety of techniques to sequence events so they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CCSS.ELA-Literacy.W.11.3.D	The student will use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.11.3.E	The student will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Standard 2: Production and Distribution of Writing	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.11.4	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11.5	The students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11.6	The student will use technology, including the internet, to produce and publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.
Standard 3: Research to Build and Present Knowledge	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.11.7	The student will 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 the subject under investigation.

CCSS.ELA-Literacy.W.11.8	The students will 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 the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.W.11.9	The student will draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Standard 4: Range of Writing</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.W.11.10	The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Strand 4: Speaking and Listening</b>	
<b>Standard 1: The student effectively applies listening and speaking strategies.</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
CCSS.ELA-Literacy.SL.11.1.A	The student will come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue or stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.11.1.B	The student will work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-Literacy.SL.11.1.C	The student will propel conversations by posing and responding to questions 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 divergent and creative perspectives.
CCSS.ELA-Literacy.SL.11.1.D	The student will 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 or research is required to deepen the investigation or complete the task.
CCSS.ELA-Literacy.SL.11.2	The student will integrate multiple sources of information presented in diverse formats or 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.

CCSS.ELA-Literacy.SL.11.3	The student will 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.
CCSS.ELA-Literacy.SL.11.4	The student will present information, findings and supporting evidence, conveying 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.
CCSS.ELA-Literacy.SL.11.5	The student will 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.
CCSS.ELA-Literacy.SL.11.6	The student will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Strand 5: Language</b>	
Standard 1: The student will demonstrate command of the conventions of standard English grammar/ usage and capitalization, punctuation, and spelling when writing when writing or speaking.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.11.1.A	The student will apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11.1.B	The student will resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i> ) as needed.
CCSS.ELA-Literacy.L.11.2.A	The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, including observing hyphenation conventions.
CCSS.ELA-Literacy.L.11.2.B	The student will spell correctly.
Standard 3: Knowledge of Language	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.11.3	The student will vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Standard 4: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands word relationships in own meaning, and uses acquired words and phrases.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.11.4.A	The student will use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11.4.B	The student will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).
CCSS.ELA-Literacy.L.11.4.C	The student will consult specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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.
CCSS.ELA-Literacy.L.11.4.D	The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.11.5.A	The student will interpret figures of speech (e.g., <i>hyperbole</i> , <i>paradox</i> ) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.11.5.B	The student will analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.11.6	The student will acquire and accurately use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.