



BROWNELL TALBOT

Eleventh Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text

Vocabulary

Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- BT 11.1.5b Apply word analysis strategies to synthesize the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
 - (ACT/Eng: TOD 701) Identify purpose of word, phrase or sentence when the purpose is complex or requires a thorough understanding of paragraph or essay
- BT 11.1.5d Critique semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
 - (ACT/Eng: TST 701-703) Analyze how one or more sentences in passages relate to whole passage; Identify or infer the functions of paragraphs in complex passages; Analyze overall structure of highly complex passages
 - (ACT/Eng: PPV 701) Identify or infer a purpose in complex passages and how that purpose shapes content and style
 - (ACT/Rdg: ARG 701) Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex

Comprehension

Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

- BT 11.1.6b Analyze the function and critique the effects of the author's use of literary devices (e.g. allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood)
 - (ACT/Eng: TOD 702) Determine whether a complex essay has met a specified goal
- BT 11.1.6c 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.)
 - (ACT/Rdg: CLR 701) Locate and interpret minor or subtly stated details in complex passages
 - (ACT/Rdg: WME 701-703) Analyze how the choice of a specific word or phrase shapes the meaning or tone in passages; Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meaning; Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language
- BT 11.1.6d Analyze two or more themes or central ideas of a text and their development over the course of a text or multiple texts, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
 - (ACT/Rdg: CLR 702-706) Locate important details in highly complex passages; Draw logical conclusions in complex passages; Draw simple logical conclusions in highly complex passages; Draw complex or subtle logical conclusions, often by synthesizing information from different portions of passage; Paraphrase statements as they are used in complex passages
 - (ACT/Rdg: IDT 701-702) Identify or infer a central idea or theme in complex passages or paragraphs; Summarize key supporting ideas and details in highly complex passages
 - (ACT/Rdg: SYN 701) Draw logical conclusions using information from multiple portions of two informational texts
- BT 11.1.6g Apply knowledge of historical and cultural influences to construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources.
 - (ACT/Rdg: PPV 702) Understand point of view in highly complex passages
- BT 11.1.6h Cite strong and thorough textual evidence from multicultural perspectives to support the analysis and evaluation of literary and informational texts, including determining where the text leaves matters uncertain.
 - (ACT/Rdg: ARG 702-703) Identify or infer a central claim in complex passages; Identify a clear central claim in highly complex passages
 - (ACT/Rdg: REL 701-705) Order sequences of events in complex passages; Understand implied or subtly stated comparative relationships in complex passages; Identify clear comparative relationships in highly complex passages; Understand implied or subtly stated cause-effect relationships in complex passages; Identify clear cause-effect relationships in highly complex passages

Writing: Students will learn and apply writing skills and strategies to communicate.

Writing Process

Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.

- BT 11.2.1d **Apply multiple editing and revising strategies to strengthen writing as needed by applying the writing process and utilizing feedback.**
 - (ACT/Eng KLA 701-702) *Delete redundant and wordy material that involves sophisticated language or complex concepts; Use the word or phrase most appropriate in terms of content of the sentence when the vocabulary is sophisticated*
 - (ACT/Eng SST 701) *Recognize and correct disturbances in sentence structures (e.g. weak conjunctions, run-ons, lack of parallelism)*
 - (ACT/Eng USG 701-702) *Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb; Use idiomatically and contextually appropriate prepositions in combination with verbs*
 - (ACT/Eng PUN 701-702) *Delete punctuation around essential/restrictive appositives or clauses; Use a colon to introduce an example or elaboration*
- BT 11.2.1e **Write routinely in short and long-term writing tasks of increasing length and complexity.**

Writing Modes

Student will write in multiple modes for a variety of purposes and audiences across disciplines.

Opinion

- BT 12.2.2a **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence**
 - (ACT/Writing EXJ 601) *Show advanced understanding of the persuasive purpose of the task by taking a position on a specific issue in the prompt and offering a critical context for discussion*
- BT 11.2.2b **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 claims, counterclaims, reasons, and evidence.**
 - (ACT/Writing FOC 601-602) *Maintain a precise focus on discussing the specific issue in the prompt throughout the essay; Present a critical thesis that clearly establishes the focus on the writer's position on the issue*
- BT 11.2.2c **Develop claim(s) 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 the audience's knowledge level, concerns, values, and possible biases.**
 - (ACT/Writing EXJ 602) *Generate insightful reasons for a position; show understanding of the complexity of the issue by examining different perspectives, evaluating implications or complications of issue, and/or anticipating and fully responding to counterarguments to the writer's position*

Informative/ Explanatory

- BT 11.2.3a **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.**
 - (ACT/Writing DEV 601) *Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples*
- BT 11.2.3b **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; Incorporate formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**
 - (ACT/Writing DEV 602) *Show effective movement between general and specific ideas and examples*
 - (ACT/Writing ORI 601) *Provide a unified, coherent organizational structure that presents a logical progression of ideas*
- BT 11.2.3d **Use sophisticated and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
 - (ACT/Writing ORI 602) *Use precise transitional words, phrases, and sentences to convey logical relationships between ideas*
 - (ACT/Eng ORG 701) *Determine the need for transition words or phrases, basing decisions on thorough understanding of paragraph or essay*
- BT 11.2.3e **Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
 - (ACT/Writing USL 601) *Show effective use of language to communicate ideas clearly (e.g. correctly employing conventions, grammar, usage, and mechanics with few to no errors; consistently choosing words that are precise and varied; using a variety of sentence structures to vary pace and support meaning)*
 - (ACT/Eng TOD 703) *Use a word, phrase, or sentence to accomplish a complex purpose*
- BT 11.2.3f **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).**
 - (ACT/Writing ORI 603) *Present a well-developed introduction that effectively frames the prompt's issue and writer's argument; present well-developed conclusion that extends the essay's ideas*
 - (ACT/Eng ORG 702) *Provide a sophisticated introduction or conclusion to a transition within a paragraph or essay (e.g. linking conclusion to one of essay's main images)*

Narratives

- BT 11.2.4a **Write narratives to develop real or imagined experiences or events using effective technique, specific details, and smooth event sequences to effectively develop experiences, events, and/or characters.**
- BT 11.2.4c **Use complex narrative techniques relevant to style and plot to develop experiences, events, and or characters.**

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<p>Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<ul style="list-style-type: none"> •BT 11.3.1a Initiate and participate effectively in a range of 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. •BT 11.3.1b Present information, findings, and supporting evidence, such that listeners can follow the line of reasoning; organization, development, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<p>Listening Students will develop and demonstrate active listening skills across a variety of situations.</p>	<ul style="list-style-type: none"> •BT 11.3.2a Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. •BT 11.3.2c Propel conversations by posing 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 divergent and creative perspectives.
<p>Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.</p>	<ul style="list-style-type: none"> •BT 11.3.3b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. •BT 11.3.3c Respond to diverse perspectives; analyze comments, claims, and evidence made on all sides of an issue; determine what additional information or research is required to deepen the investigation or complete the task.

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

<p>Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.</p>	<ul style="list-style-type: none"> ◦ BT 11.4.1a Analyze and evaluate source material, and synthesize information from print and digital resources to create new understandings and defend conclusions. ◦ BT 11.4.1b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
<p>Digital Citizenship Students will practice the norms of appropriate and responsible technology use.</p>	<ul style="list-style-type: none"> ◦ BT 11.4.2a Self-evaluate the use of safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). ◦ BT 11.4.2b Consistently apply safe and ethical use of digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.