

ENG11: English 11

Jefferson County ESC Virtual Learning Academy Academic Standards English 11

Grade Eleven-English

Lesson 1-Paragraph Development, Prewriting, Purpose, Audience

Paragraph Development-Prewriting-Purpose-Audience

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)

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01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (11)
01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
S04. Research
C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (11-12)
04. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. (11)

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Lesson 2-Types of Paragraphs

Types of Paragraphs

Standard Benchmark and Indicator
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)

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Lesson 3-Developing and Writing the Narrative Paragraph

Developing and Writing the Narrative Paragraph

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that

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follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)

S03. Writing Conventions

A. Use correct spelling conventions. (11-12)

01. Use correct spelling conventions. (11)

B. Use correct punctuation and capitalization. (11-12)

02. Use correct capitalization and punctuation. (11)

C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)

03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)

S02. Writing Applications

A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)

01. Write reflective compositions that: (11)

01. move from specific examples to generalizations about life. (11)

01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)

01. use personal experiences as a basis for reflection on some aspect of life; (11)

01. draw abstract comparisons between specific incidents and abstract concepts; (11)

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Lesson 4-Developing and Writing the Descriptive Paragraph

Developing and Writing the Descriptive Paragraph

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09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
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02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
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01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)

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Lesson 5-Developing and Writing Expository Paragraph

Developing and Writing the Expository Paragraph

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audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English

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language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (11)
01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)

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Lesson 6-Developing and Writing the Persuasive Paragraph

Developing and Writing the Persuasive Paragraph

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D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (11)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)

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Lesson 7-Writing Functional Documents

Writing Functional Documents

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clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
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A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and

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relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (11)
01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. (11-12)
03. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that: (11)
03. anticipate readers' problems, mistakes and misunderstandings. (11)
03. report, organize and convey information accurately. (11)
03. use formatting techniques that make a document user-friendly. (11)

Grade Eleven-English

Lesson 8-Sentence Combining, Parallel Structure

Sentence Combining~ Parallel Structure

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify and analyze examples of rhetorical devices and valid and invalid inferences. (11-12)
04. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping. (11)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
10. Use available technology to compose text. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)

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Lesson 9-More Ways to Improve Writing

More Ways to Improve Writing

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. (11-12)
03. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)

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Lesson 10-Writing the Composition, Choosing the Subject, Gathering Information, Outlining, Evaluating, Using Transitions

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Writing the Composition- Choosing the subject

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. (11-12)
03. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)

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17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)

S03. Writing Conventions

A. Use correct spelling conventions. (11-12)

01. Use correct spelling conventions. (11)

B. Use correct punctuation and capitalization. (11-12)

02. Use correct capitalization and punctuation. (11)

C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)

03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)

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Lesson 11-Writing a Descriptive Composition

Writing a Descriptive Composition

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idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
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01. Write reflective compositions that: (11)
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01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)

Grade Eleven-English

Lesson 12-Writing a Persuasive Composition

Writing the Persuasive Composition

Standard Benchmark and Indicator

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clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)

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C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (11)
04. make distinctions about the relative value and significance of specific data, facts and ideas; (11)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (11)
04. provide a sense of closure to the writing. (11)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (11)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)
S04. Research
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (11)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. (11)

Grade Eleven-English

Lesson 13-Working on Vocabulary Skills, Synonyms, Antonyms, Context Clues, Analogies

Working on Vocabulary Skills

Standard Benchmark and Indicator

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B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. (11-12)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. (11)
D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (11-12)
04. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (11)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (11)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)

Grade Eleven-English Lesson 14-Vocabulary Building

Vocabulary Building

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. (11-12)
01. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. (11)
B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. (11-12)
02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. (11)
D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (11-12)
04. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (11)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (11)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)

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Grade Eleven-English

Lesson 15-Using Creative Writing Skills

Using Creative Writing Skills

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)

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D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (11)
01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)

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Lesson 16-More Creative Writing

More Creative Writing

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02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal

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experiences to draw conclusions about life. (11-12)
01. Write reflective compositions that: (11)
01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)

Grade Eleven-English

Lesson 17-Writing a Persuasive Speech

Writing a Persuasive Speech

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purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (11)
04. make distinctions about the relative value and significance of specific data, facts and ideas; (11)
04. anticipate and address a reader's potential biases, misunderstandings and expectations; and (11)
04. provide a sense of closure to the writing. (11)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (11)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.

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(11-12)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (11)
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (11)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc). (11)
C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (11-12)
04. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. (11)
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement. (11-12)
05. Integrate quotations and citations into written text to maintain a flow of ideas. (11)
06. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment. (11)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (11-12)
07. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. (11)

Grade Eleven-English

Lesson 18-Using the Writing Process for Essay Questions

Using the Writing Process for Essay Questions

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12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)

Grade Eleven-English

Lesson 19-“The Masque of the Red Death” by Edgar Allan Poe

“The Masque of the Red Death” by Edgar Allan Poe

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S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)

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Grade Eleven-English

Lesson 20-“The Celebrated Jumping Frog of Calaveras County” by Mark Twain

“The Celebrated Jumping Frog of Calaveras County” by Mark Twain

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
04. Evaluate the author's use of point of view in a literary text. (11)
05. Analyze variations of universal themes in literary texts. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and

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audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)

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B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

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Lesson 21-“The Devil and Tom Walker” by Washington Irving

“The Devil and Tom Walker” by Washington Irving

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confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)

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D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 22-"A White Heron" by Sarah Orne Jewett

"A White Heron" by Sarah Orne Jewett

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definitional footnotes or sidebars. (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
04. Evaluate the author's use of point of view in a literary text. (11)
05. Analyze variations of universal themes in literary texts. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of

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parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of

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the effects the devices create; (11)

Grade Eleven-English

Lesson 23-“The Californian’s Tale” by Mark Twain

“The Californian’s Tale” by Mark Twain

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A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)

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01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 24-“By the Waters of Babylon” by Stephen Vincent Benet Elements of the Short Story, Vocabulary, Point of View

“By the Waters of Babylon” by Stephen Vincent Benet Elements of the Short Story, Vocabulary, Point of View

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A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
04. Evaluate the author's use of point of view in a literary text. (11)
05. Analyze variations of universal themes in literary texts. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central

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idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 25-“The Lottery” by Shirley Jackson Theme, Irony, Point of View, Foreshadowing

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“The Lottery” by Shirley Jackson Theme, Irony, Point of View, Foreshadowing

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
04. Evaluate the author's use of point of view in a literary text. (11)
05. Analyze variations of universal themes in literary texts. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g.,

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background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of

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stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 26-“The Cask of the Amontillado” by Edgar Allan Poe Irony, Foreshadowing, Vocabulary

“The Cask of the Amontillado” by Edgar Allan Poe Irony, Foreshadowing, Vocabulary

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C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and

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eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 27-“The Declaration of Independence” by Thomas Jefferson Rhetorical Devices, Vocabulary, Persuasive Writing

“The Declaration of Independence” by Thomas Jefferson Rhetorical Devices, Vocabulary, Persuasive Writing

Standard Benchmark and Indicator

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02. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. (11)
C. Explain the influence of the English language on world literature, communications and popular culture. (11-12)
03. Examine and explain the influence of the English language on world literature, communications and popular culture. (11)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify and analyze examples of rhetorical devices and valid and invalid inferences. (11-12)
01. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches. (11)
04. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping. (11)
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
06. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences. (11)
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. (11-12)
03. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and

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audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions

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A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 28-Poetry of Holmes, Hughes, Bryant-Rhyme, Meter, Rhyme Scheme, Figurative Language Review

Poetry of Holmes, Hughes, Bryant –Rhyme, Meter, Rhyme, Scheme, Figurative Language Review

Standard Benchmark and Indicator

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05. Analyze variations of universal themes in literary texts. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
07. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)

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14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 29-Poetry of Robert Frost-Symbolism, Literary Devices, Themes

Poetry of Robert Frost - Symbolism, Literary Devices, Themes

Standard Benchmark and Indicator

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comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (11)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical

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purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 30-“The Death of the Hired Man” by Robert Frost Dramatic Poetry

“The Death of the Hired Man”- Robert Frost - Dramatic Poetry

Standard Benchmark and Indicator

ENG11: English 11

A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 31 "Lines Upon the Burning of our House" by Anne Bradstreet Lyric Poetry

"Lines Upon the Burning of our House" by Anne Bradstreet –Lyric Poetry

Standard Benchmark and Indicator

ENG11: English 11

A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 32-More Poems for Enjoyment-Dickinson, Robinson, Updike

More Poems for Enjoyment- Dickinson, Robinson, Plath

Standard Benchmark and Indicator

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(11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (11)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)

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13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 33-The Novel-*Ethan Frome* by Edith Wharton

The Novel – Ethan Frome by Edith Wharton

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Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)

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13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. Write responses to literature that: (11)
02. provide a sense of closure to the writing. (11)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)

Grade Eleven-English

Lesson 34-*Ethan Frome* continued

The Novel – Ethan Frome by Edith Wharton-continued

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A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)

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14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)

Grade Eleven-English

Lesson 35-*Ethan Frome* continued

The Novel – Ethan Frome by Edith Wharton-continued

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S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such

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techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)

S03. Writing Conventions

A. Use correct spelling conventions. (11-12)

01. Use correct spelling conventions. (11)

B. Use correct punctuation and capitalization. (11-12)

02. Use correct capitalization and punctuation. (11)

C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)

03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)

Grade Eleven-English

Lesson 36-*Ethan Frome*-The Conclusion

The Novel – Ethan Frome by Edith Wharton-the conclusion

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needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
E. Apply tools to judge the quality of writing. (11-12)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing (11)
F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (11-12)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and

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relative pronouns). (11)