

**Connections: Literature ~ American Voices, Grade 11**

Knowledge and Skills		Student Edition	Teacher Edition
<b>1</b>	<b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language</b>		
A	engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;	59, 77, 135, 143, 161, 213, 291, 311	
B	follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	37, 71, 77, 117, 135, 143, 155, 161, 227, 263	
C	give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	546, 547,	141, 224, 290, 356
D	participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.	37, 77, 117, 263, 285, 291, 311, 407	
<b>2</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired</b>		
A	use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	429	144, 226, 230, 292
B	analyze context to draw conclusions about nuanced meanings such as in imagery; and	59, 71, 77, 119, 228, 273, 291, 559, 583, 637	
C	determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.		
<b>3</b>	<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-</b>		
A	The student is expected to self-select text and read independently for a sustained period of time.	2-5, 7-36, 39-52, 55-58. 61-70	
<b>4</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen</b>		
A	establish purpose for reading assigned and self-selected texts;	39, 55, 61, 67, 73, 79, 125, 137, 145, 163, 191	
B	generate questions about text before, during, and after reading to deepen understanding and gain information;	115, 263, 546, 765	18, 22, 143
C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	37, 71, 135, 143, 237, 385	
D	create mental images to deepen understanding;		19, 23, 41, 48, 177
E	make connections to personal experiences, ideas in other texts, and society;	119, 263, 264, 408, 429, 544,	
F	make inferences and use evidence to support understanding;	37, 71, 161, 189, 391, 603, 623,	
G	evaluate details read to determine key ideas;	135, 227, 261, 273, 391, 509, 544, 763	
H	synthesize information from two texts to create new understanding; and	143, 263, 545, 546,	19, 188, 277, 278
I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	37, 213, 279, 335, 357, 449, 567	
<b>5</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources</b>		
A	describe personal connections to a variety of sources, including self-selected texts;	119, 408, 668,	24, 213, 278, 289, 358
B	write responses that demonstrate understanding of texts, including comparing texts within and across genres;	37, 53, 77, 115, 116, 118, 135, 143, 155, 161, 264,	
C	use text evidence and original commentary to support a comprehensive response;	37, 59, 77, 115, 155, 227, 261, 262, 279, 305	
D	paraphrase and summarize texts in ways that maintain meaning and logical order;	71, 264, 265, 407, 409, 737,	
E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	118, 407,	18, 19, 62, 130, 143, 293,
F	respond using acquired content and academic vocabulary as appropriate;	116, 117, 262, 263, 264, 406, 407	
G	discuss and write about the explicit or implicit meanings of text;	189, 213, 335, 715, 765	
H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;	59, 71, 77, 118, 135, 161, 261, 262	
I	reflect on and adjust responses when valid evidence warrants; and		
J	defend or challenge the authors' claims using relevant text evidence; and	37, 116, 155, 262, 373, 457,	
<b>6</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary</b>		
A	analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	37, 53, 261, 406, 469, 509, 567, 623, 653	
B	analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	53, 59, 155, 261, 439, 469	
C	evaluate how different literary elements shape the author's portrayal of the plot; and	53, 155, 429, 603, 737,	

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D	analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	263, 264, 305, 567, 623,	
<b>7</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific</b>		
A	read and analyze American literature across literary periods;	37, 53, 59, 118, 161, 189, 213, 237, 261, 279	
B	analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;	116, 161, 279, 315, 559, 679, 763,	
C	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;analyze how the relationships among dramatic elements advance the plot;	261, 429, 469, 509, 579, 653,	
D	analyze characteristics and structural elements of informational texts such as:		
	i clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and	124, 135, 560, 567,	77, 417,
	ii the relationship between organizational design and author's purpose;	135, 263, 408, 546, 547	
E	analyze characteristics and structural elements of argumentative texts such as:		
	i clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	457, 546, 547, 766, 767	
	ii and rebuttals; and	767	23, 50, 246,
	iii identifiable audience or reader; and	119, 311, 766	128, 246
F	analyze the effectiveness of characteristics of multimodal and digital texts.	16-28, 196-199,	
<b>8</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors'</b>		
A	analyze the author's purpose, audience, and message within a text;	116, 135, 227, 305, 311, 405, 546, 679, 743	
B	analyze use of text structure to achieve the author's purpose;	135, 189, 305, 406, 544	
C	evaluate the author's use of print and graphic features to achieve specific purposes;	407, 595,	277, 291, 303, 208, 310, 312
D	evaluate how the author's use of language informs and shapes the perception of readers;analyze how the author's use of language achieves specific purposes;	37, 227, 279, 583, 668, 679, 763,	
E	evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	71, 143, 227, 273, 449, 544, 689,	
F	evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	59, 71, 77, 135, 161, 291, 321	
G	analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	37, 77, 481, 723, 755	
<b>9</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to</b>		
A	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	263, 264, 265, 544, 545, 546, 667,668, 669, 765, 766	
B	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:		
	i using an organizing structure appropriate to purpose, audience, topic, and context; andusing strategic organizational structures appropriate to purpose, audience, topic, and context; and	118, 408, 544, 547, 668, 669, 764	
	ii developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	261, 262, 408,409, 544, 546, 668	
C	revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;		63, 131, 215, 347, 411
D	edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and		
	i a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	93, 169, 267, 341, 433, 565, 657, 737	90, 91, 135, 137, 190, 191,
	ii consistent, appropriate use of verb tense and active and passive voice;	93, 169, 267, 341, 433, 565, 657, 737	
	iii pronoun-antecedent agreement;	93, 169, 267, 341, 433, 565, 657, 737	303
	iv correct capitalization;	93, 169, 267, 341, 433, 565, 657, 737	190, 302, 303, 416, 476, 480
	v punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	93, 169, 267, 341, 433, 565, 657, 737	90, 135, 190, 243, 301, 304, 362, 416, 476, 480, 481
	vi correct spelling; and	93, 169, 267, 341, 433, 565, 657, 737	
E	publish written work for appropriate audience	118, 119, 766	70, 71,
<b>10</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose</b>		
A	compose literary texts such as fiction and poetry using genre characteristics and craft;	118, 119, 547 665, 668	
B	compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	116, 264, 408, 544, 766	
C	compose argumentative texts using genre characteristics and craft; and	546, 547, 766	14, 278, 279, 407,
D	compose correspondence in a professional or friendly structure.	766, 767	70, 71, 140, 141, 221

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E	compose literary analysis using genre characteristics and craft; and	264, 265, 666, 667, 668, 669	
F	compose rhetorical analysis using genre characteristics and craft.	546, 766	80, 191, 231,
<b>11</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive</b>		
A	develop questions for formal and informal inquiry;	546,	142, 223, 224, 226
B	critique the research process at each step to implement changes as needs occur and are identified;	117, 262, 666	70, 129
C	develop and revise a plan;	546,	142, 223, 224, 226
D	modify the major research question as necessary to refocus the research plan;	546,	142, 223, 224, 226
E	locate relevant sources;	263,	128, 130, 279
F	synthesize information from a variety of sources;	119, 264, 545, 546,	279
G	examine sources for:		
	i credibility, bias, and accuracy; and	263,	128, 143, 198, 225
	ii faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;		
H	display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	263	
I	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	117, 118, 263, 264, 666	