

**English Language Arts  
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PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the Minimally Proficient student	For grade-appropriate, low- to moderate-complexity texts, the Partially Proficient student	For grade-appropriate, moderate- to high-complexity texts, the Proficient student	For grade-appropriate, high-complexity texts, the Highly Proficient student
<b>Reading: Literature</b>					
Detailed	11.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.
Detailed	11.RL.2	determines two explicit themes or central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two themes or central ideas of a text and analyzes their development over the course of the text; provides a simple objective summary of the text.	determines two or more themes or central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to produce a complex account; provides an	determines two or more subtle themes or central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex

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				objective summary of the text.	account; provides a comprehensive objective summary of the text.
Detailed	11.RL.3	describes the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., setting, characters, plot).	analyzes the impact of the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., setting, characters, plot).	analyzes the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	analyzes and evaluates the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Detailed	11.RL.4	with textual support (e.g., context clues, embedded definitions), determines the literal meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or

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			particularly fresh, engaging, or beautiful.		beautiful.
Detailed	11.RL.5	identifies an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution).	describes an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution).	analyzes how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	analyzes and evaluates the effectiveness of an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution), including how they contribute to its overall structure and meaning as well as its aesthetic impact.
Detailed	11.RL.6	identifies a clear case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	identifies a subtle case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	analyzes a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	analyzes a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), and evaluates its rhetorical effect and aesthetic impact.

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Detailed	11.RL.7	describes differences in interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), identifying how each version interprets the source text.	compares and contrasts multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), describing how each version interprets the source text.	analyzes multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	analyzes multiple, subtly different interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating each version's interpretation of the source text and how that interpretation affects the overall meaning.
Detailed	11.RL.9	demonstrates knowledge of some eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two texts treat similar topics.	demonstrates knowledge of a core group of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two texts from the same period treat similar themes or topics.	demonstrates knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	demonstrates thorough knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, analyzing and evaluating how two or more texts from the same period in an analysis of their treatment of similar themes or topics.

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Reading: Informational Text					
Detailed	11.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.
Detailed	11.RI.2	determines two explicit central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two central ideas of a text and analyzes their development over the course of the text; provides a simple, objective summary of the text.	determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provides an objective summary of the text.	determines two or more subtle central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provides a comprehensive, objective summary of the text.
Detailed	11.RI.3	describes a set of ideas or sequence of events and identifies how specific individuals, ideas, or	analyzes a set of ideas or sequence of events and identifies how specific	analyzes a complex set of ideas or sequence of events and explains how	evaluates the effect of the presentation of a complex set of ideas or sequence of

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		events interact and develop in specific sections of the text.	individuals, ideas, or events interact and develop in specific sections of the text.	specific individuals, ideas, or events interact and develop over the course of the text.	events and explains how specific individuals, ideas, or events interact and develop over the course of the text.
Detailed	11.RI.4	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text; identifies how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Detailed	11.RI.5	analyzes the structure the author uses in his or her exposition or argument.	analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument.	analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure	analyzes and evaluates the effectiveness of both the structure an author uses in his or her exposition or argument and alternate structures,

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				makes points clear, convincing, and engaging.	including whether the structure makes points clear, convincing, and engaging.
Detailed	11.RI.6	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective; identifies the contribution of the text's style and content.	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective, describing how style and content contribute to the power, persuasiveness, or beauty of the text.	determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	analyzes an author's point of view or purpose in a text in which the rhetoric is particularly effective; evaluates the effectiveness of the author's style and content, including their contribution to the power, persuasiveness, or beauty of the text.
Detailed	11.RI.7	uses information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	integrates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	synthesizes, integrates, and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem; evaluates the effect of the proposed answer or solution.
Detailed	11.RI.8	delineates and evaluates	delineates and	delineates and	explicates and

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		the reasoning in seminal U.S. texts, describing the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses); extrapolates and evaluates the effects of these decisions on public life.
Detailed	11.RI.9	describes the themes, purposes, and rhetorical features of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s	performs a basic analysis of the themes, purposes, and rhetorical features in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of	analyzes seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and	refers to specific textual evidence in an analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the

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		Second Inaugural Address).	Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address).	Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address), evaluating the implications of their themes, purposes, and rhetorical features.
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Writing					
Detailed	11.W.1	<p>writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence.</p> <p>a. introduces claim(s), states the significance of the claim(s), and establishes relationships among some claim(s), reasons, and evidence.</p> <p>b. develops claim(s), supplying evidence in a manner that anticipates the audience's concerns.</p> <p>c. uses words, phrases, and clauses to link sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence.</p> <p>d. attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English.</p> <p>e. provides a concluding</p>	<p>writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence.</p> <p>a. introduces claim(s), states the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns.</p>	<p>writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. introduces precise claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the</p>	<p>writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. introduces strong and precise claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while establishing the strengths and</p>

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		<p>statement or section.</p>	<p>c. uses words, phrases, and clauses to link sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p> <p>e. provides a concluding statement or section that supports the argument presented.</p>	<p>audience's knowledge level and concerns.</p> <p>c. uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. provides a concluding statement or section that follows from and supports the argument presented.</p>	<p>limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns.</p> <p>c. uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. provides an effective concluding statement or section that follows from and supports the</p>
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					argument presented.  f. evaluates and reflects on the writing and how well it addresses the purpose, audience, and task.
Detailed	11.W.2	writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content.  a. states a topic; organizes ideas, concepts, and information to make connections and distinctions.  b. develops the topic by selecting relevant facts, extended definitions, concrete details, quotations, or other information and examples.  c. uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the effective selection, organization, and analysis of content.  a. introduces a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia in an attempt to aid comprehension.  b. develops the topic by selecting significant and	writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.	writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.

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		<p>concepts.</p> <p>d. uses topic-appropriate language, vocabulary, and techniques such as metaphor, simile, and analogy to describe the topic.</p> <p>e. attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English.</p> <p>f. provides a concluding statement or section.</p>	<p>relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience.</p> <p>c. uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. uses topic-appropriate language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p>	<p>b. develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. establishes and maintains a formal</p>	<p>b. develops the topic strategically by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate and relevant to the audience's knowledge of the topic.</p> <p>c. consistently and effectively uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</p> <p>d. effectively uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic and achieve a</p>
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			<p>f. provides a concluding statement or section that supports the information or explanation presented.</p>	<p>style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>desired rhetorical effect.</p> <p>e. establishes and maintains a rhetorically effective formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. provides an effective concluding statement or section that articulates the significance of the topic, and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Detailed	11.W.4-6	produces writing in which the development, organization, and style are appropriate to the task and purpose. Strengthens writing as needed by	produces coherent writing in which the development, organization, and style are appropriate to task, purpose, and	produces clear and coherent writing in which the development, organization, and style are appropriate	produces clear and coherent writing in which the development, organization, and style are highly

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		revising and editing. Uses technology to produce and update writing products.	audience. Strengthens writing as needed by planning, revising, and editing. Uses technology, including the Internet, to produce, publish, and update writing products in response to ongoing feedback, including new arguments or information.	to task, purpose, and audience. Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	effective for the task, purpose, and audience. Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and effectively update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Detailed	11.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows, broadens, or reformulates the inquiry when

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			on the subject, demonstrating an understanding of the subject under investigation.	subject, demonstrating understanding of the subject under investigation.	appropriate; synthesizes multiple high quality sources on the subject, demonstrating complete understanding of the subject under investigation.
Detailed	11.W.8	gathers information from multiple print and digital sources; assesses the strengths of each source in terms of the task, purpose, and audience; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; seamlessly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and adhering to a standard format for citation.

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Listening					
Detailed	11.SL.2	uses multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.	uses multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	effectively integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Detailed	11.SL.3	describes a speaker's point of view, reasoning, and use of evidence and rhetoric.	describes a speaker's point of view, reasoning, and use of evidence and rhetoric, including the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluates and critiques a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing and analyzing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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Language					
Detailed	11.L.1	attempts to meet the conventions of standard grade level English grammar and usage when writing or speaking: (a) demonstrates the understanding that usage is a matter of convention; (b) clarifies issues of usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates awareness of the conventions of standard grade level English grammar and usage when writing or speaking: (a) demonstrates the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates command of the conventions of standard grade level English grammar and usage when writing or speaking: (a) applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates strong command of the conventions of standard grade level English grammar and usage when writing or speaking: (a) applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
Detailed	11.L.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing.	demonstrates awareness of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) attempts to observe hyphenation	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) observes hyphenation	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) observes hyphenation

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			conventions; (b) spells correctly.	conventions; (b) spells correctly.	conventions; (b) spells correctly.
Detailed	11.L.3	uses knowledge of language for comprehension when reading or listening.	uses knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Varies syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Varies syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; applies an understanding of syntax to the study of complex texts when reading.	applies deep knowledge of language to understand how language functions in different contexts, to make highly effective choices for meaning or style, and to aid deep comprehension when reading or listening. Varies syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; applies a thorough understanding of syntax to the study of complex texts when reading.
Detailed	11.L.4	determines the meaning of unknown and multiple-meaning words and phrases by using immediate context clues and consulting general reference materials, both print and digital, to find the pronunciation of a word or determine its meaning or	determines the meaning of unknown and multiple-meaning words and phrases by using context clues within the same sentence; identifying patterns of word changes that indicate different meanings or	determines or clarifies the meaning of unknown and multiple-meaning grade-level words and phrases by using context clues as a clue to the meaning of a word or phrase; identifying and	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including above-grade-level content, by using context clues as a clue to the meaning of a word or

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		its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	correctly using patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	phrase; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.
Detailed	11.L.5	recognizes figurative language and word relationships. Recognizes figures of speech in context. Recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings. Interprets figures of speech in context. Recognizes nuances in the meaning of words	demonstrates understanding of figurative language, word relationships, and nuances in word meanings. Interprets figures of speech in context and analyzes their role in the text. Analyzes nuances in the meaning of words with similar	demonstrates a deep understanding of figurative language, complex word relationships, and complex nuances in word meanings. Interprets complex figures of speech in context and analyzes their role in the text. Analyzes nuances in

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			with similar denotations.	denotations.	the meaning of words with similar denotations.
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