

**Wellston City Schools Power Indicators**  
**11<sup>th</sup> Grade English Language Arts**

**Acquisition of Vocabulary**

- 11.1.1 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.
- 11.1.2 Analyze the relationships of pairs of words in analogical statements (synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.

**Reading Process**

- 11.2.1 Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
- 11.2.2 Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

**Reading Application: Informational Text**

- 11.3.1 Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
- 11.3.3 Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
- 11.3.4 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.

**Reading Applications: Literary Text**

- 11.4.1 Compare and contrast motivations and reactions of literary characters confronting similar conflicts (individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.
- 11.4.8 Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis

**Writing Process**

- 11.5.4 Determine a purpose and audience and plan strategies (adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
- 11.5.6 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.
- 11.5.8 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.

**Writing Applications**

- 11.6.1 **Write reflective compositions** that use personal experiences as a basis for reflection on some aspect of life; draw abstract comparisons between specific incidents and abstract concepts; maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and move from specific examples to generalizations about life.
- 11.6.2 **Write responses to literature** that advance a judgment that is interpretative, analytical, evaluative or reflective; support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; identify and assess the impact of possible ambiguities, nuances and complexities within text; anticipate and answer a reader's questions, counterclaims or divergent interpretations; and provide a sense of closure to the writing.
- 11.6.4 **Write informational essays or reports**, including research, that develop a controlling idea that conveys a perspective on the subject; create an organizing structure appropriate to purpose, audience and context; include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; make distinctions about the relative value and significance of specific data, facts and ideas; anticipate and address a reader's potential biases, misunderstandings and expectations; and provide a sense of closure to the writing.
- 11.6.5 **Write persuasive compositions** that articulate a clear position; support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).

### **Writing Conventions**

- 11.7.1 Use correct spelling conventions.
- 11.7.2 Use correct capitalization and punctuation.
- 11.7.3 Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).

### **Research**

- 11.8.3 Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (authority, accuracy, objectivity, publication date and coverage, etc.).
- 11.8.4 Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
- 11.8.6 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 acknowledgement.

### **Communication: Oral and Visual**

- 11.8.8 **Deliver informational presentations** (expository, research) that present a clear & distinctive perspective; present events or ideas in logical sequence; support the controlling idea with well-chosen, relevant facts, details, examples; include an effective introduction and conclusion & use consistent organizational structure; use appropriate visual materials; and draw from and cite multiple sources.
- 11.8.9 **Deliver formal and informal descriptive presentations** that convey relevant information and descriptive details.
- 11.8.10 **Deliver persuasive presentations** that establish and develop a logical and controlled argument; include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic; consistently use common organizational structures as appropriate (cause-effect, compare-contrast, problem-solution); and use speaking techniques (reasoning, emotional appeal, cause studies or analogies).