



The Diocese of Knoxville

Living our Roman Catholic faith in East Tennessee

English III

The Diocese of Knoxville has adapted the following Literature/English standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for Grade 11.

Description:

Grade Eleven (11)

English III emphasizes reading, writing and analysis skills through the study of American literature. Close textual analyses as well as researched papers using bibliographical, historical and geographical influences on the form and content of the texts are expected. Regular grammar and vocabulary exercises are incorporated into the process approach to writing. This course continues to utilize seminar style discussion based on long range assignments and incidental outside readings, reports on plays, concerts and poetry readings attended. Students will be asked to make presentations.

Strategic Thinking in Literature

Student Outcomes:

1. Use critical reading strategies in order to comprehend, analyze, and discuss--literary texts, both classic and contemporary, by authors of diverse backgrounds.
2. Analyzes structure, style, and technique, in various literary works in different genres and time periods.
3. Recognizes and analyzes the characteristics of various literary movements and aspects of the authors' lives on the development of literature.
4. Demonstrates - an understanding of vocabulary words, discerns their meaning, and incorporates them into academic writing.
5. Examines and explains the societal, cultural, religious, and historical influences on a literary period, style or work.
6. Identifies and applies literary terms to class readings and writing.

Research/Media Literacy

1. Searches, critiques, evaluates and employs academic sources online, in print, and in diverse media.
2. Uses technology to plan, draft, revise and publish writing.
3. Integrates technology into presentations, making conscious choices about language, form, style, and visual representation.

READING: LITERATURE**I. KEY IDEAS AND DETAILS**

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.11.1	Cites strong and thorough textual evidence to support inferences drawn from the text.
RL.11.2	Determines two or more themes or central ideas of a text and analyze their development over the course of the text.
RL.11.3	Recognizes the impact the author's choices regarding how to develop and relate elements of a text.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.11.4	Analyzes the impact of specific word choices on meaning and tone.
RL.11.5	Determine 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 theme of the text.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.11.7	Analyzes multiple interpretations of a text, drama, or poem.
RL.11.9	Demonstrates knowledge of foundational and contemporary works of American literature.
RL.11.9A	Relates a work of fiction, poetry or drama to the seminal ideas of its time.
RL.11.9B	Makes connections between works of literature and the student's life experiences.

RL.11.9C	Analyzes a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, cultural, psychological, historical, sociological, archetypical, feminist, and biographical).
RL.11.9E	Identifies the characteristics of various literary movements and recognizes their influence on the development of American literature.
RL.11.9F	Include Catholic values and teachings in the discussion of literature.

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.11.10	Read, comprehend, and respond to a wide range of literature.
RL.11.10A	Self-select appropriate text for research and personal reading.
RL.11.10B	Read and respond to a wide range of challenging material to build an understanding of writing styles, the human experience and Catholic heritage, leading students to an understanding of themselves and others.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.11.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.11.2	Determine two or more central ideas of a text and analyze their development over the course of the text.
RI.11.3	Identify and analyze the author's purpose in the development of a text.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.11.4	Identify and evaluate the effectiveness of diction in a text.
RI.11.5	Analyze and evaluate the effectiveness of the structure an author uses.
RI.11.6	Identify and evaluate an author's rhetorical effectiveness.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.11.7	Integrate and evaluate multiple sources of information presented in different media or formats.
RI.11.8	Delineate and evaluate the reasoning, premises, arguments, and purposes in seminal U.S. texts.
RI.11.9	Analyze foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

IV. RANGE OF READING LEVEL OF TEXT COMPLEXITY

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RI.11.10	By the end of grade 11, read and comprehend literary nonfiction, with scaffolding as needed at the high end of the range.

GRADE ELEVEN ENGLISH LANGUAGE

The Diocese of Knoxville has adapted the following English Language standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for high school Junior students.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students' progress through school, the essential rules of Standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and spoken English including the conventions and mechanics of the English language.

English /Language Arts Standards (ELA) are benchmarked to assist in the development of students' demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE ELEVEN (11)

The Diocese of Knoxville stipulates the following student outcomes in English for Eleventh Grade students:

Language Patterns

1. Recognize, understand, and reproduce Standard English punctuation, mechanics, grammar, and usage in writing and speaking.

Word Patterns

2. Recognize, analyze, and apply knowledge of key literary terms.
3. Identify relationships in analogies.
4. Applies knowledge of word etymology, forms and functions, and connotation and denotation – to extend vocabulary development and integrate into writing.
5. Emphasize syllables, stress marks and correct pronunciation of vocabulary.
6. Identify, analyze and explain how author's specific word choices create tone.
7. Differentiate between the explicit and implicit meaning so key words in a poem that are supported by textual evidence.

I. CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.11.1	Demonstrate command of the conventions of Standard English grammar, mechanics, and usage when writing or speaking.
L.11.1.1	Demonstrate the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11.1.2	Resolve issues of complex or contested usage, consulting references as needed.

II. KNOWLEDGE OF LANGUAGE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.11.3	Identify and explain how a writer manipulates language in different contexts in order to make effective choices for meaning and style.
L.11.3.1	Recognize how varying syntax effects the reader.

III. VOCABULARY ACQUISITION AND USE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.11.4	Determine the meaning of unknown words or phrases.
L.11.4A	Use context as a clue to the meaning of a word or phrase.
L.11.4B	Identify word changes to indicate different parts of speech.

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
L.11.5	Demonstrate understanding of root word relationships in word meanings.
L.11.5B	Analyze the meaning of words with similar denotations.
L.11.6	Demonstrate independence in gathering vocabulary knowledge.

GRADE ELEVEN WRITING

The Diocese of Knoxville has adapted the following writing standards to establish clearly to teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the writing requirements for Grade Eleven. The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year student's writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose
- II. Production and Distribution of Writing
- III. Research to Build and Present Knowledge
- IV. Range of Writing

DESCRIPTION-WRITING

GRADE Eleven (11)

Student Outcomes

1. Write in a variety of forms including narrative, expository, persuasive, literary analysis, and college essay with emphasis on persuasive writing.
2. Apply correct sentence structure and grammar to all writing.
3. Analyze the effectiveness of rhetorical situations.

4. Analyze and synthesize a variety of information from a variety of sources into a documented paper.
5. Create descriptive writing in a variety of genres and literary models.
6. Continue applying concepts of good writing: brainstorming, free-writing, clustering, outlining, questioning, and collaborating to all assignments.
7. Proofread and edit writing for intended audience and purpose.
8. Recognize specific rhetorical devices used by writers in the different modes and incorporate those same strategies into original pieces of writing.
9. Continue to identify and correctly utilize active and passive voice.
10. Integrate quotes into paragraph and essay writing using MLA citation standards.
11. Evaluate, paraphrase, and summarize source information to be cited in writing.
12. Use transitions to develop sentence variety and voice.
13. Uses specific and relevant supporting details in writing.
14. Analyzes the writing of peers, identifying the author's purpose and evaluating the effectiveness of the argument/essay.
15. Employs technology to plan draft, revise, edit and publish writing.
16. Uses a variety of strategies to listen actively and critically, taking notes during class discussion.
17. Analyze, critique, and emulate authors' language patterns and techniques.

STANDARD-WRITING

GRADE Eleven (11)

I. TEXT TYPES AND PURPOSES

ANCHOR STANDARDS

STANDARD(S)

STANDARD DESCRIPTION

W.11.1

Write arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence.

W.11.1.1

Craft a specific, significant, and concise thesis.

W.11.1.2

Identify relevant counterclaims fairly and thoroughly, state reasons to support thesis, and supply relevant evidence that anticipates the audience's knowledge level, concerns, values, and possible biases.

- W.11.1.3 Use varied transitions to link the major sections of the text, to create cohesion, to clarify the relationships between thesis and reasons, reasons and evidence, and thesis and counterclaims.
- W.11.1.4 Establish and maintain a formal style and objective tone.
- W.11.1.5 Provide a conclusion that is supported by the argument presented.
- W.11.2 Write expository texts that examine and convey complex ideas, and information clearly.
- W.11.2.1 Introduce a topic. Organize ideas, and information to create a unified whole.
- W.11.2.2 Develop the topic thoroughly using specific, significant, and relevant facts and examples appropriate to the audience's knowledge of the topic.
- W.11.2.3 Use varied transitions to link the major sections of the text, to create cohesion and to clarify the relationships between complex ideas.
- W.11.2.4 Use precise language to manage the complexity of the topic.
- W.11.2.5 Establish and maintain a formal style and objective tone.
- W.11.2.6 Provide a conclusion that is supported by the information or Explanation presented.
- W.11.3 Write narratives to convey and develop real or imagined events using effective narrative techniques.
- W.11.3.1 Engage and orient the reader, establish one or multiple point(s) of view, and introducing a narrator and/or characters.
- W.11.3.2 Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines to develop events, and/or characters.

- W.11.3.3 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.11.3.4 Use specific details and sensory language to convey a vivid picture of the events, setting, and/or characters.
- W.11.3.5 Provide a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11.3.6 Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view.

II. PRODUCTION AND DISTRIBUTION OF WRITING

STANDARD(S)	STANDARD DESCRIPTION
W.11.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3).
W.11.5	Develop and strengthen 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11).
W.11.6	Use technology to produce, publish, and update individual or collaborative writing.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

STANDARD(S)	STANDARD DESCRIPTION
W.11.7	Conduct short as well as more sustained research to answer a question or solve a problem.

W.11.8 Gather relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow MLA standards.

IV. RANGE OF WRITING

STANDARD(S)	STANDARD DESCRIPTION
W.11.10	Write routinely over a variety of time frames for a range of purposes and audiences.

GRADE ELEVEN ORAL COMMUNICATION: SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Eleven.

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- I. Comprehension and Collaboration**
- II. Presentation and Knowledge and Ideas**

Student Outcomes:

1. Create persuasive, and expository presentations using clear and convincing evidence.
2. Deliver focused and coherent presentations using eye contact, enunciation, pacing, gestures and volume.
3. Recognize and deliver logical arguments, while avoiding logical fallacies.
4. Apply the techniques of extemporaneous speaking in classroom debates.
5. Collaborates and reports in small-group learning activities.

STANDARDS-SPEAKING AND LISTENING GRADE ELEVEN

I. COMPREHENSION AND COLLABORATION

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
SL.11.1	Initiate and participate effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly and persuasively.
SL.11.1.1	Refer to evidence from texts and other research on the discussion topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11.1.2	Work with peers to promote civil, democratic discussions and decision-making, to set clear goals and deadlines, and to establish individual roles as needed.
SL.11.1.3	Pose and respond to questions that probe reasoning and evidence; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11.1.4	Determine what additional information or research is required to deepen the investigation or complete the task.
SL.11.2	Integrate multiple sources of information in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

STANDARD(S)	STANDARD DESCRIPTION
SL.11.4	Present information and supporting evidence conveying a clear and distinct perspective, appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11.5	Make strategic use of digital media in presentations.
SL.11.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grade 11 Language standards 1 and 3).
SL.11.6A	Demonstrate respect for views of others in light of Catholic doctrine.
SL.11.6B	Use appropriate manners and speech when addressing individuals or groups.