

11th Grade Oklahoma Academic Standards for ELA July 2015

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| <p align="center">Standard 1. Speaking and Listening</p> <p>Students will speak and listen in a variety of situations, including but not limited to responses to reading and writing.</p> |
| <p align="center">Reading</p> <p>Students will engage in discourse in pairs, groups, and whole class discussion to acquire, refine, and share knowledge of print and non-print texts.</p> |
| <p>Students will be active speakers and listeners.</p> <p>Students will engage in discourse in pairs, groups, and whole class settings to acquire, refine, and share knowledge.</p> |
| <p align="center">Writing</p> <p>Students will engage in discourse and collaborate in pairs, groups, and whole class discussion to create individual and group projects and presentations.</p> |
| <p>Students will make formal and informal presentations in a group or individually by engaging in discourse and collaboration.</p> |
| <p align="center">Standard 2. Reading Process/Writing Process</p> <p>Students will use a variety of recursive reading and writing processes to produce and consume texts.</p> |
| <p align="center">Reading</p> <p>Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p> |
| <p>Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.</p> <p>Students will make logical inferences and cite specific, thorough evidence from the text to support their analyses.</p> <p>Historical and cultural perspectives may focus on works from American, British, and/or world literature.</p> |
| <p align="center">Writing</p> <p>Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.</p> |
| <p>Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.</p> |
| <p align="center">Standard 3. Vocabulary</p> <p>Students will expand their working vocabulary to effectively understand and communicate.</p> |
| <p align="center">Reading</p> <p>Students will expand vocabulary through reading, word study, and class discussion.</p> |
| <p>Students will critique and evaluate how the author's word choice impacts the message.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p> |
| <p align="center">Writing</p> <p>Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.</p> |
| <p>Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.</p> |

Comment [DD1]: Why the word "discourse"?

Comment [DD2]: Definition of "recursive"

Comment [DD3]: Is this an explanation? If so, please state this or footnote it.

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| Standard 4. Critical Reading/Critical Writing Students will apply critical thinking skills to reading and writing. |
| Reading |
| Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres from a variety of historical, cultural, and global perspectives. |
| Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will evaluate the purpose and historical, cultural, and global significance of a text. |
| A. Literary Students will evaluate texts for the significance of figurative language and sound devices, tone, and theme. Students will interpret how themes are connected across texts. |
| B. Informational Students will evaluate the effectiveness of an author's argument, structure, and evidence. |
| Writing |
| Students will write for varied purposes and audiences, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and a voice appropriate to the situation. |
| A. Narrative Students write narratives embedded in other modes as appropriate. |
| B. Informative Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style. |
| C. Argument Introduce precise, informed claims(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument. |
| (Blending of all modes in grade 11) |
| Standard 5. Language Students will apply knowledge of grammar and rhetorical style to reading and writing. (As students progress through grade levels, expectations increase and include the components of previous grade levels.) |
| Reading |
| Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. |
| Students will refine their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style. |
| Writing |
| Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing. |
| Students will refine their use of Standard American English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations. |

Comment [DD4]: Definition needed for "rhetorical"

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| Standard 6. Research Students will engage in inquiry to acquire, refine, and share knowledge. |
| Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. |
| Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital). Students will follow ethical and legal guidelines for collecting and recording information. |
| Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes. |
| Students will integrate findings clearly using a well-developed thesis statement. Students will document and integrate supporting details and information from more complex sources. Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism. |
| Standard 7. Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. |
| Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. |
| Students will analyze and evaluate the various ways visual image-makers construct arguments in written, oral, visual, digital, non-verbal, and interactive texts. |
| Writing Students will create multimodal texts to communicate knowledge and develop arguments. |
| Students will design and develop multimedia texts for global communities to meet a variety of purposes. |
| Standard 8. Independent Reading and Writing Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. |
| Reading Students will independently read for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. |
| Students will read independently for extended periods of time. Students will select appropriate texts for specific purposes. |
| Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. |
| Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. |

Comment [DD5]: Independently read or read independently?