

## Grade 11 ELA Curriculum for CCSS

Literary Units of Study	1 Origins and Encounters	2 From Colony to Country – A New Nation	3 The Spirit of Individualism	4 Conflict and Expansion	5 Emerging Modernism	6 The Modern American Dream
Theme/ time period	1400-1750 <i>Earliest American Literature</i>	1750-1800 <i>Colonial America</i>	1800 – 1850 <i>The Romantic Era and Transcendentalism</i>	1850 – 1900 <i>A Nation Divided</i>	1900-1940 <i>The Changing Face of America</i>	1940 - Present <i>Challenges and Successes of the 20<sup>th</sup> Century</i>
Literature Titles	<ul style="list-style-type: none"> <li>Native American traditions – creation stories, poems, speech</li> <li>Of Plymouth Plantation</li> <li>Poetry of Anne Bradstreet</li> <li><i>The Crucible</i></li> <li>Slave Narratives</li> <li>Supplementary fiction and non-fiction texts from the lit book and CCS</li> </ul>	<ul style="list-style-type: none"> <li>Founding Documents                             <ul style="list-style-type: none"> <li>- Jefferson</li> <li>- Franklin</li> <li>- Adams</li> <li>- Patrick Henry</li> <li>- Phyllis Wheatley</li> <li>- Etc.</li> </ul> </li> <li>Supplementary fiction and non-fiction texts from the lit book and CCS</li> </ul>	<ul style="list-style-type: none"> <li>Selected works from                             <ul style="list-style-type: none"> <li>- Emerson</li> <li>- Longfellow</li> <li>- Thoreau</li> <li>- Irving</li> <li>- Whitman</li> <li>- Poe</li> <li>- Dickinson</li> <li>- Faulkner</li> </ul> </li> <li>Supplementary fiction and non-fiction texts from the lit book and CCS</li> </ul>	<ul style="list-style-type: none"> <li>Frederick Douglass</li> <li>Gettysburg Address</li> <li>Twain</li> <li>Seneca Falls Convention</li> <li>Supplementary fiction and non-fiction texts from the lit book and CCS</li> </ul>	<ul style="list-style-type: none"> <li>Fitzgerald – <i>The Great Gatsby</i></li> <li>Harlem Renaissance                             <ul style="list-style-type: none"> <li>- Hughes</li> <li>- Cullen</li> <li>- Hurston</li> </ul> </li> <li>Frost</li> <li>Hemingway</li> <li>T.S. Eliot</li> <li>Plath</li> <li>Steinbeck – <i>Of Mice and Men</i></li> <li>Supplementary fiction and non-fiction texts from the lit book and CCS</li> </ul>	<ul style="list-style-type: none"> <li>Salinger – <i>The Catcher in the Rye</i></li> <li>Hansberry</li> <li>Updike</li> <li>Martin Luther King</li> <li>Oats</li> <li>Tan</li> <li>Ginsberg</li> <li>Kerouac</li> <li>Thompson</li> <li>Supplementary fiction and non-fiction texts from the lit book and CCS</li> </ul>
Writing/ grammar/ literary terms	Personal Narrative  Informative – literary analysis on <i>The Crucible</i>	Persuasive  Aphorisms Deism Maxim Separation of	Informative/Persuasive - Literary Analysis  Research Project – controversial	Assimilation Biography Determinism Mood Naturalism Realism	Informative/Persuasive - Literary Analysis  Alienation	Informative/Persuasive - Literary Analysis  Minimalism Self Awareness

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Vocabulary	<p>Elements of a creation story Elements of plot Dramatic Terms Allegory Idealism Paradox Parallelism The Great Awakening Tone</p>	<p>Church and State Mood</p>	<p>social issues in today's modern landscape</p> <p>Individualism Lyric Poetry Romanticism Transcendentalism Paradox</p>	<p>Regionalism Satire</p>	<p>Dialect Flashback Foreshadowing Industrialization Interior Monologue Motif</p>	<p>Parody Dialogue Growth of Character Hyperbole Apostrophe Alliteration Assonance Verbal Irony</p>
	<p>Vocab: SAT Prep/Literature Analysis Argument Author's Purpose Claim Collegial Discuss. Complex Account Complex Character Concluding Section Connotative Meaning Norms of Discipline Creative Perspective Credibility Denotative Meaning Description Detail Dialogue</p>	<p>Vocab: SAT Prep/Literature Analysis Argument Author's Purpose Claim Collegial Discuss. Complex Character Concluding Section Connotative Meaning Norms of Discipline Creative Perspective Credibility Denotative Meaning Detail Dictionary Digital Media Digital Source</p>	<p>Vocab: SAT Prep/Literature Aesthetic Impact Analysis Argument Author's Purpose Citation Claim Collegial Discuss. Complex Character Concluding Section Connotative Meaning Character Concluding Section Connotative Meaning Norms of Discipline Creative Connotative Meaning Norms of Discipline Creative Perspective Credibility Denotative Detail Creative Perspective Credibility Denotative</p>	<p>Vocab: SAT Prep/Literature Author's Purpose Claim Collegial Discuss. Complex Character Concluding Section Connotative Meaning Norms of Discipline Creative Perspective Credibility Denotative Detail Dictionary Digital Media Digital Source Edit</p>	<p>Vocab: SAT Prep/Literature Analysis Author's Purpose Claim Collegial Discuss. Complex Character Concluding Section Connotative Meaning Norms of Discipline Creative Perspective Credibility Denotative Meaning Detail Dictionary Digital Media</p>	<p>Vocab: SAT Prep/Literature Analysis Author's Purpose Claim Collegial Discuss. Complex Character Concluding Section Connotative Meaning Norms of Discipline Creative Perspective Credibility Denotative Meaning Detail Dictionary Digital Media</p>

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Dictionary	Edit	Meaning	Effect	Digital Source	Digital Source
Digital Media	Effect	Detail	Evidence	Edit	Edit
Digital Source	Evidence	Dictionary	Explicit	Effect	Effect
Drama	Explicit	Digital Media	Exposition	Evidence	Evidence
Edit	Exposition	Digital Source	Formal English	Explicit	Explicit
Effect	Formal English	Edit	Formal Tone	Exposition	Exposition
Evidence	Formal Tone	Effect	Format	Fallacious Reasoning	Fallacious Reasoning
Explicit	Format	Evidence	Genre	Figurative	Flashback
Exposition	Genre	Explicit	Glossary	Language	Formal English
Fallacious	Glossary	Exposition	Grammar/Usage	Figurative	Formal Tone
Reasoning	Grammar/Usage	Formal English	Graphics	Meaning	Format
Growth of	Graphics	Formal Tone	Inferred Meaning	Figure of Speech	Genre
Character	Historical	Format	Informal	Flashback	Glossary
Formal English	Significance	Genre	Consensus	Formal English	Grammar/Usage
Formal Tone	Inferred Meaning	Glossary	Informal Tone	Formal Tone	Graphics
Format	Informal	Grammar/Usage	Irony	Format	Hyperbole
Genre	Consensus	Graphics	Literary	Genre	Inferred Meaning
Glossary	Informal Tone	Inferred Meaning	Significance	Glossary	Informal
Grammar/Usage	Irony	Informal	Multimedia	Grammar/Usage	Consensus
Graphics	Literary	Consensus	Oral Format	Graphics	Informal Tone
Historical Significance	Significance	Informal Tone	Paradox	Implication	Informative Text
Inferred Meaning	Multimedia	Informative Text	Plan	Inferred Meaning	Irony
Informal	Oral Format	Irony	Plot	Informal	Literary
Consensus	Paradox	Literary	Reason	Consensus	Significance
Informal Tone	Plan	Significance	Reflection	Informal Tone	Multimedia
Irony	Plot	Multimedia	Resolution	Informative Text	Oral Format
Literary	Reason	Objective	Revise	Irony	Pacing
Significance	Reflection	Summary	Sensory Language	Literary	Paradox
Multimedia	Resolution	Objective Tone	Suspense	Significance	Plan
Narrative	Revise	Oral Format	Technology	Multimedia	Plot
Oral Format	Sensory Language	Paradox	Tension	Multiple Plot Lines	Reason
Pacing	Suspense	Plagiarism	Theme	Oral Format	Reflection
Paradox	Technology	Plan	Thesaurus	Paradox	Resolution
Plan	Tension	Plot	Tone	Parallel Structure	Revise
Plot	Theme	Position	Topic	Plan	Sarcasm
Reason	Thesaurus	Premise	Transition	Plot	Sensory Language
	Tone	Print Source	Visual Format		

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	Reflection Resolution Revise Sensory Language Suspense Technology Tension Text Complexity Theme Thesaurus Tone Topic Transition Visual Format	Topic Transition Visual Format	Reason Reflection Relevant Evidence Research Project Resolution Revise Rhetoric Sufficient Evidence Sensory Language Technology Theme Thesaurus Tone Topic Transition Valid Reasoning Visual Format		Poetry/Poem Reason Reflection Resolution Revise Sarcasm Sensory Language Suspense Technology Tension Theme Thesaurus Tone Topic Transition Visual Format	Suspense Technology Tension Theme Thesaurus Tone Topic Transition Visual Format
Speech (11 <sup>th</sup> grade does not have a formal speech unit, however individual and group projects and presentations will be part of each unit)	Multimedia Summations	Multimedia Summations	Multimedia Summations	Multimedia Summations	Multimedia Summations	Multimedia Summations
Standards	RL.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  RI.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10	RI.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  W.11-12.4  W.11-12.5	RI.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  W.11-12.1a, b, c, d, e	RI.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  W.11-12.4  W.11-12.5	RL.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  W.11-12.1a, b, c, d, e	RL.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10  W.11-12.2a, b, c, d, e, f

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W.11-12.1a, b, c, d, e	W.11-12.6	W.11-12.2a, b, c, d, e, f	W.11-12.6	W.11-12.4	W.11-12.4
W.11-12.3a, b, c, d, e	W.11-12.9a, b	W.11-12.3a, b, c, d, e	W.11-12.9a, b	W.11-12.5	W.11-12.5
W.11-12.4	W.11-12.10	W.11-12.4	W.11-12.10	W.11-12.6	W.11-12.6
W.11-12.5	SL.11-12.1b, c, d	W.11-12.5	SL.11-12.1b, c, d	W.11-12.10	W.11-12.10
W.11-12.6	SL.11-12.2	W.11-12.6	SL.11-12.2	SL.11-12.1b, c, d	SL.11-12.1b, c, d
W.11-12.10	SL.11-12.3	W.11-12.7	SL.11-12.3	SL.11-12.2	SL.11-12.2
SL.11-12.1b, c, d	SL.11-12.5	W.11-12.8	SL.11-12.5	SL.11-12.3	SL.11-12.3
SL.11-12.2	SL.11-12.6	W.11-12.9a, b	SL.11-12.6	SL.11-12.5	SL.11-12.5
SL.11-12.3	L.11-12.1a, b	W.11-12.10	L.11-12.1a, b	SL.11-12.6	SL.11-12.6
SL.11-12.5	L.11-12.2a, b	SL.11-12.1a, b, c, d	L.11-12.2a, b	L.11-12.1a, b	L.11-12.1a, b
SL.11-12.6	L.11-12.3a	SL.11-12.2	L.11-12.3a	L.11-12.2a, b	L.11-12.2a, b
L.11-12.1a, b	L.11-12.4a, b, c, d	SL.11-12.3	L.11-12.4a, b, c, d	L.11-12.3a	L.11-12.3a
L.11-12.2a, b	L.11-12.5a, b	SL.11-12.4	L.11-12.5a, b	L.11-12.4a, b, c, d	L.11-12.4a, b, c, d
L.11-12.3a	L.11-12.6	SL.11-12.5	L.11-12.6	L.11-12.5a, b	L.11-12.5a, b
L.11-12.4a, b, c, d		SL.11-12.6		L.11-12.6	L.11-12.6
L.11-12.5a, b		L.11-12.1a, b			
L.11-12.6		L.11-12.2a, b			

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			L.11-12.3a L.11-12.4a, b, c, d L.11-12.5a, b L.11-12.6			
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### **Reading – Literature**

- RL.11-12.1** Cite 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.
- RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3** Analyze 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).
- RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5** Analyze 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.
- RL.11-12.6** Analyze 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).

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- RL.11-12.7** Analyze 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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.11-12.9** Demonstrate 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.
- RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading – Informational**

- RI.11-12.1** Cite 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.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze 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).
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** 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 power, persuasiveness, or beauty of the text.
- RI.11-12.7** Integrate and evaluate 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.
- RI.11-12.8** Delineate and evaluate 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).

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- RI.11-12.9** Analyze 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 Second Inaugural Address) for their themes, purposes, and rhetorical features.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

### Writing

- RW.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax 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.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- RW.11-12.2** Write 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. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop 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.
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.



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- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide 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).

**RW.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**RW.11-12.4** 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 are defined in standards 1–3 above.)

**RW.11-12.5** 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 11–12 on page 54.)

**RW.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**RW.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**RW.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into

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the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**RW.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate 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”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate 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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

**RW.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2** Integrate 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.

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- SL.11-12.3** Evaluate 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.
- SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

### Language

- L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
  - b. Spell correctly.
- L.11-12.3** Apply 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.
- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.