ELA SECTION

Parent Guide

FOR ENGLISH LANGUAGE ARTS

ELA STANDARDS' EXPECTATIONS
Get an in-depth look at the skills your child will learn in eleventh grade

This guide provides an overview of what your child will learn by the end of eleventh grade in English Language Arts (ELA), as well as strategies and resources for learning outside of school.

THIS GUIDE INCLUDES:

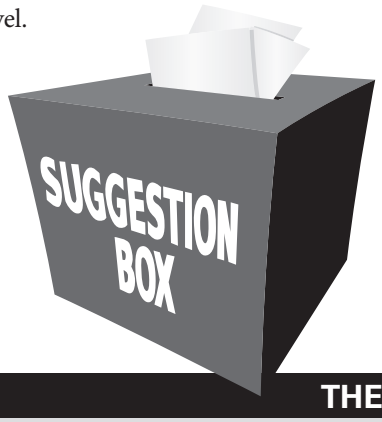
- an introduction to the NC English Language Arts Standard Course of Study
- an explanation of the skills your child is learning in eleventh grade
- reading strategies for learning outside of school
- writing strategies for learning outside of school
- websites to support your child's learning

ELEVENTH GRADE

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

INTRODUCTION TO THE NORTH CAROLINA STANDARD COURSE OF STUDY FOR ELA

In April 2017, the North Carolina State Board of Education adopted new ELA standards for grades K-12. The Standard Course of Study describes what students should know, understand, and be able to do by the end of each grade level. How these standards are taught is decided at a district level.



The NC Standard Course of Study was developed based on feedback provided from the following:

- Parents
- Community Members
- Business/Industry Professionals
- Higher Education Faculty
- Educators (teachers, administrators, curriculum specialists)

THE NC STANDARDS ARE DIVIDED INTO 4 STRANDS:

READING

– Foundational Skills (K-5)
– Reading Literature
– Reading Informational Text

WRITING

SPEAKING AND LISTENING

LANGUAGE

THE NC STANDARD COURSE OF STUDY HAS A NEW FORMAT THAT INCLUDES:

Standards with **bolded** terms

Clarification of the standards with suggestions for instruction, explanations, and examples

Glossary that defines the **bolded** terms from the Standards

EXAMPLE OF THE NEW FORMAT

Reading Standards for Informational Text

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
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.	Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states, as well as what the text indirectly states. Students also use the evidence to support their conclusions about where they find the text vague or inconclusive.	**analysis-** a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.

*The high school standards are arranged into two grade bands: grades 9-10 and grades 11-12. The standards are arranged by grade band rather than by grade to allow for multiple years of practice. While 11th and 12th grade students are working towards mastery of the same standards, students in 12th grade practice the skills with more complex texts than students in 11th grade.

ELA STANDARDS' EXPECTATIONS FOR ELEVENTH GRADE

This section focuses on the key skills your child will learn throughout eleventh grade, which build a solid foundation for success in later grades. The skills in each strand are broken down into topics. If your child is meeting the expectations outlined here, he or she will be well prepared for twelfth grade. The ELA Standards' expectations for eleventh grade include:

READING (LITERATURE)

KEY IDEAS AND EVIDENCE

Students:

- cite strong and thorough evidence from the text that supports their analyses of what the text says and where the text leaves matters uncertain
- cite strong and thorough evidence from the text that support their inferences
- determine two or more themes and analyze how they interact and build on one another
- provide an objective summary of the text
- analyze the impact of the author's choice of how to develop and relate elements in a story

CRAFT AND STRUCTURE

Students:

- understand the meaning of words and phrases in a text
- analyze how overall word choices impact the meaning and tone of the text (including words with multiple meanings and/or engaging language)
- analyze how the author's choices of how to construct a specific part of the text contributes to its overall structure and meaning
- analyze a case in which understanding the perspective requires distinguishing between what is directly stated from what is really meant (such as sarcasm and irony)

INTEGRATION OF IDEAS AND ANALYSIS

Students:

- analyze multiple interpretations of stories, dramas, or poems and evaluate how each version interprets the source text
- analyze how two or more texts from the same period treat similar themes or topics

RANGE OF READING AND THE LEVEL OF COMPLEXITY

Students:

- read and understand texts appropriate for eleventh grade independently and for a sustained period of time
- connect background knowledge and experiences to texts

READING (INFORMATIONAL TEXT)

KEY IDEAS AND EVIDENCE

Students:

- cite strong and thorough evidence from the text that supports their analyses of what the text says and where the text leaves matters uncertain
- cite strong and thorough evidence from the text that support their inferences
- determine two or more central ideas and analyze how they interact and build on one another
- provide an objective summary of the text
- analyze a complex set of ideas or sequence of events
- explain how specific individuals, ideas, or events interact and develop

CRAFT AND STRUCTURE

Students:

- understand the meaning of words and phrases in a text
- analyze how an author uses and refines the meaning of a key term or terms
- analyze and evaluate the effectiveness of the structure an author uses in his/her argument
- determine an author's point of view or purpose
- analyze how style and content contribute to the power and persuasiveness of the text

INTEGRATION OF IDEAS AND ANALYSIS

Students:

- integrate and evaluate multiple sources of information presented in different media and formats in order to answer a question or solve a problem
- delineate and evaluate the reasoning in influential US and/or British texts
- analyze foundational US and/or British documents of literary and historical significance

RANGE OF READING AND THE LEVEL OF COMPLEXITY

Students:

- read and understand texts appropriate for eleventh grade independently and for a sustained period of time
- connect background knowledge and experiences to texts

WRITING

TEXT TYPES, PURPOSES, AND PUBLISHING

Students:

• organize information and ideas based on a topic to plan and prepare to write
• write **argument** pieces that: introduce precise and knowledgeable claims, establish the importance of the claims, distinguish opposing claims, create an organization that logically sequences claims, counterclaims, reasons, and evidence, develop the claims and counterclaims fairly, supply the most relevant evidence for both, use words that link major sections and create cohesion, use words that clarify the relationship between the claim, reasons, and counterclaims, maintain a formal style and objective tone, and provide a concluding statement
• write **informative** pieces that: clearly introduce a topic, organize complex ideas, concepts, and information so that each new element builds upon the last, use relevant facts, definitions, concrete details, examples, and quotations to develop the topic, use appropriate transitions to clarify relationships, link major sections, and create cohesion, use precise language and vocabulary, maintain a formal style and objective tone, and provide a concluding statement
• write **narrative** pieces that: develop real or imagined events, establish context by setting out the problem, situation or observation, establish one of more points of view, introduce the characters/narrator, create a smooth progression of events, use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events and/or characters, sequence events to build a coherent whole, use precise words/phrases, use descriptive details and sensory details to convey experiences, and provide a conclusion
• revise, edit, and rewrite based on peer and adult feedback
• use digital tools to produce, publish, and update their writing in response to ongoing feedback

RESEARCH

Students:

• conduct short and sustained research projects (using several sources) to answer a question, including questions they choose, or to solve a problem
• gather information from multiple print and digital sources
• use advanced searches
• assess the strengths and limitations of the sources
• integrate learned information seamlessly (avoiding plagiarism and overreliance on one source)
• provide citations

SPEAKING AND LISTENING

COLLABORATION AND COMMUNICATION

Students:

• work with peers to set rules to discuss grade level texts and topics
• work with peers to promote civil discussions and decision-making
• come prepared for discussions by having read or studied the material
• refer to the text and/or studied material when discussing the topic
• ask and answer questions that probe reasoning and evidence
• promote different and creative perspectives
• actively involve others in the discussions
• clarify, verify, or challenge ideas
• thoughtfully respond to various perspectives, as well as synthesize all comments, claims, and evidence
• determine what information or research is needed to deepen the discussion/task
• integrate multiple sources of information presented in diverse media and formats in order to make decisions and/or solve problems
• evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric
• assess a speaker's stance, premises, word choice, and tone

PRESENTATION OF KNOWLEDGE AND IDEAS

Students:

• present information, findings, and supporting evidence in order to convey a clear and distinct perspective
• develop an organization and style that is based on the purpose, audience, and task
• use digital media in presentations to enhance findings/reasoning and add interest

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

Students:

• demonstrate understanding of standard grammar rules and parts of speech
• demonstrate understanding of conventions of standard English capitalization, punctuation, and spelling when writing

KNOWLEDGE OF LANGUAGE

Students:

• apply knowledge of language to different contexts
• vary syntax for effect
• apply an understanding of syntax when studying complex texts

VOCABULARY ACQUISITION AND USE

Students:

• determine the meaning of unknown and multiple meaning words in eleventh grade level books using context clues, word parts, reference materials, and noting how words are related
• interpret and analyze the role of figures of speech found in a text
• analyze nuances in the meaning of words with similar denotations
• use grade-appropriate words and phrases

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. In grades 9-12, students apply grammar and usage skills, with increasing sophistication and effect, to create a unique style and voice. In the classroom, skills taught in previous grades will be reinforced and expanded, as needed. While the skills on the continuums are not introduced in grades 9-12, students are expected to continue applying these skills to more complex text.

PORTION OF THE CONTINUUM FOR LANGUAGE STANDARD 1

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/ verb agreement	• Continue to ensure subject/ verb agreement	• Continue to ensure subject/ verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, & possessive nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns		

READING STRATEGIES

Reading outside of school provides the additional support and encouragement that allows students to create a deep passion for reading, to deepen their comprehension skills, and to build a broad vocabulary knowledge. Reading strategies can be developed and used before, during, and after reading takes place. These strategies reinforce what your student is learning in eleventh grade.

ACTIVITIES TO DO AT HOME:

- **Provide** a time and space for your child to read every day.
- **Read** about an event you and your child attended or write your own accounts of an event you shared. Read the two pieces and then compare the differences between them, like the perspectives from which they were written.
- **Read** to your child or have your child read to you every day. Reading aloud to children, of all ages, provides opportunities to discuss more challenging and complex plots and themes which builds critical thinking skills.
- **If** students are auditory learners, listening to audiobooks helps many students comprehend and interact with the text. Various websites have collections of audiobooks that students can use. Public libraries also have collections of audiobooks students may checkout online or at a physical location.
- **Slowly** and deliberately read and then re-read complex texts.
- **Start** a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
- **Make** a short video book review of a book being read.
- **Ask** your child to summarize what he/she read and tell what he/she learned from what was read. This could be connected to something in real life, another reading, or to events happening in the world.
- **Talk** about current events together. Discuss with your child so he/she understands what is happening and how it connects to him/her, other events that he/she may have seen or read about, and other areas of the community.
- **Read** the same book as your child independently, together, or a combination of both. Talk about the books as you read them, reviewing central ideas and plots and expressing your opinions on the book. Then read an additional book or books on the same subject and compare and contrast how the books both dealt with the same issue. For example, read two fiction books about family, or two different texts about the same historical event or non-fiction topic.
- **Find** a series that interests your child and begin to read it together. You can read to your child, your child can read to you, and he/she can read a chapter independently. You and your child can interview each other as you read — ask about central ideas, events, and thoughts you each have about the books and characters.
- **Visit** the local library and make reading fun for the entire family.
- **Give** your child opportunities to participate in new experiences. Visit museums, the zoo, theaters, historical sites, aquariums, etc. to help build your child's vocabulary and speaking skills.
- **Consult** paraphrased/translated versions of complex texts. Students can find the original text and a corresponding modern translation online and in print. This will help students understand and appreciate the language and comprehend the plot, characters, and themes.
- **Read** books/magazines for enjoyment outside of class. Regular trips to the library for books, not computer time, will encourage students to read, which will strengthen their comprehension skills.
- **Students** can annotate the actual text by jotting information in the margins if they have their own copies of the text or take notes on another sheet of paper. When annotating, students may note the following:
  - A brief summary for each chapter or page to verify comprehension
  - Questions about events, characters, and parts of the text the student did not understand
  - Quotes that are important to the text or confusing
  - Literary techniques that appear to recur in the text
  - Predictions about what will happen in the text
  - Opinions about characters, their choices, or other events in the text
  - Connections to current events, other texts, movies, songs
- **Students** may develop graphic organizers themselves or receive them from teachers. Important information to include in the graphic organizers - sections for setting, characters, plot, summary, and questions. Students may use graphic organizers such as Cornell Notes, webs (circles or squares of information), or just a bulleted list of notes. Graphic organizers help students organize their thinking.

POSSIBLE QUESTIONS/PROMPTS TO ASK AS OR AFTER YOUR CHILD READS:

Why did the author write this?

What can you infer from what you have read so far?

How does the author develop the setting, plot, or character?

Why did the author use sarcasm here?

What clues can you find in the sentence or paragraph that help you figure out the meaning of _____?

Who is your favorite author? Why?

What evidence from the text explains or supports the inference you made?

What points does the author emphasize?

What is the significance of this text?

What did you do to help you figure out an unknown word?

What textual evidence supports your analysis of the text?

What are the themes in the story? What details help you understand the themes?

How would the story change if _____ was changed?

What do you think the author is trying to say when he/she uses the word/ phrase ____?

What genres do you like to read? Why?

Summarize the text.

What is the central idea of the text? How is it developed?

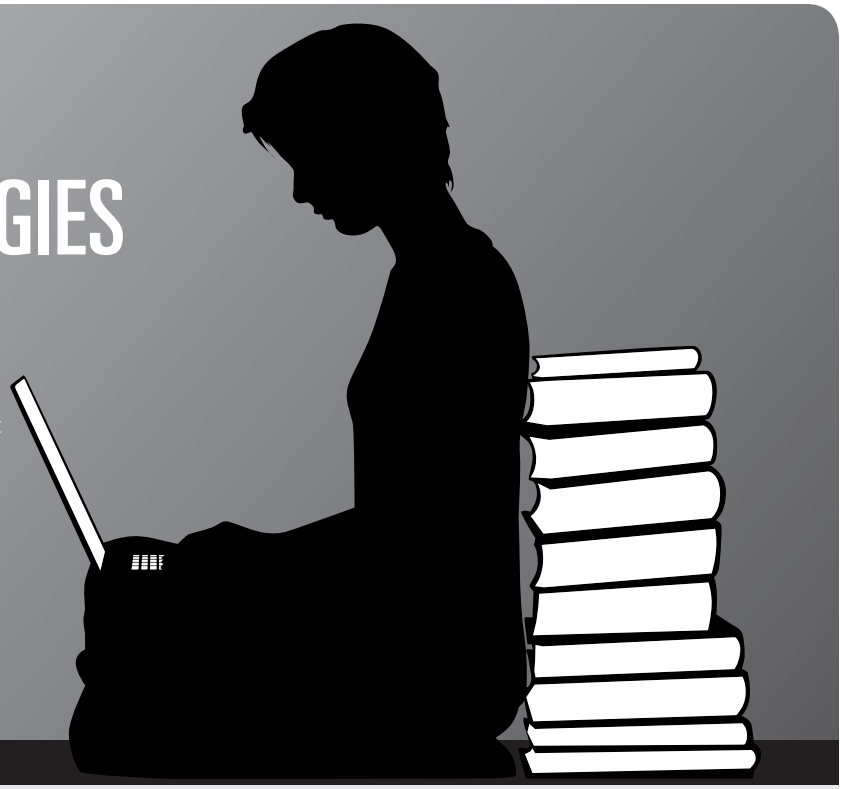
What argument is presented? What claims support that argument?

What does the word _____ mean in this sentence?

What strategies can you use when you don't understand the text?

WRITING STRATEGIES

Writing to express opinions, provide information, and/or create a story goes far beyond letter formation and spelling rules. In school, students are learning the writing process. Out of school, help is needed to reinforce, encourage and support students in their writing process. Writing out of school provides a connection between writing and everyday experiences. These strategies reinforce what your student is learning in eleventh grade.



ACTIVITIES TO DO AT HOME:

• **Keep** a notebook of ideas for use in future writings.

• **Write** in a journal to record events and thoughts.

• **Keep** a response journal to record short responses to things read or watched. These journals may include one or more of the following about what was read or watched:
– Summary (Try to write a summary with key details)
– Questions (I wonder about … What would happen if …)
– Predictions (I think … will happen, because …)
– Connections (This made me remember a time … This was similar to something else I read or watched. This took place in a similar location to …)
– Quotes (The quote that seemed important to me was … because …)

• **Write** for a real purpose and/or audience:
– Thank you notes
– Quick note or email to a business about an inquiry or to relatives about family news
– College entrance essay
– Cover letter and/or resume for a job
– Contributing to a family website/blog

• **When** available, suggest that your child participate in a writing contest. Local and national contests are often found online with submission details.

• **Discuss** family stories and history. Encourage your child to ask questions. Work together with your child to create a book, magazine, poem, short story, newspaper article, pamphlet, or other written narrative of your family's history.

• **Encourage** your child to draw and/or write his/her own version of a favorite story. Or, encourage your child to create or write a next chapter (or page) for his/her favorite book.

• **When** your child asks a question, research the answer together using books or computers (under your supervision). Then create an informative poster or collage which tells the question, the answer, and uses both texts and illustrations to show what he/she learned.

• **Help** your child choose something that he/she wants to do or learn to do. Work with your child to research information related to the topic chosen. Ask your child to create a brochure, flyer, or "How To" manual or guide describing/explaining the topic, or how to do something. Then, together, you and your child can follow the guide to do or learn to do the chosen topic.

• **Urge** your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance or curfew extension, ask him/her to research and then based on that research, explain reasons why he/she should have a raise in allowance or curfew extension.

• **Under** your supervision, begin to help your child use a computer to research a topic or communicate with friends and family. Your child can also use the computer to write his/her own pieces or pieces you write together.

RESOURCES FOR LEARNING OUTSIDE OF SCHOOL

At home, you play an important role in your student's academic success. You are a valuable resource for your child. The websites provided below are not an all-inclusive list, but are intended to provide quality resources for you to support your child's learning.

- **www.readwritethink.org/parent-afterschool-resources/grade/11-12/**
— a language arts resource for both in and out of school; parent and afterschool resources are provided by grades
- **www2.ed.gov/parents/read/resources/edpicks.jhtml**
— reading resources for parents
- **www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-teen-choose-book-30111.html**
— tips on how to help teens choose a book
- **www.newsela.com/**
— free sign-in; choose from current news (4 new articles are uploaded each day – some in Spanish)
- **www.scholastic.com/parents/resources/article/milestones-expectations/enhancing-comprehension-reading-skills-middle-school**
— key components of middle school reading (even though they are directed to middle school, these apply to high school as well)
- **www.readwritethink.org/parent-afterschool-resources/tips-howtos/modeling-good-reading-habits-30112.html**
— provides innovative ways for parents to model good reading habits with teens
- **www.adlit.org/**
— adolescent literacy resources
- **www.readwritethink.org/parent-afterschool-resources/tips-howtos/motivating-teen-readers-30110.html**
— provides practical suggestions parents can use to help motivate their teen to read
- **www.dpi.state.nc.us/curriculum/languagearts/parents/**
— NCDPI ELA Parent page