

Correlation to the Oklahoma *PASS* Standards and Objectives

Priority Academic Student Skills	Pages
Reading/Literature	
The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	
Standard 1: Vocabulary	
The student will expand vocabulary through word study, literature, and class discussion. Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use those words accurately.	
LA.RL.11.1.1 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.	Vocabulary Practice 101, 262, 489, 493, 607, 655, 804, 1011, 1275 Vocabulary Workshop 875, 973
LA.RL.11.1.2 Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	Vocabulary Practice 344, 825, 1045, 1250 Vocabulary Workshop 544, 671
LA.RL.11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	Vocabulary Practice 52, 93, 140, 199, 240, 389, 526, 566, 571, 681, 698, 773, 798, 899, 966, 1066, 1152, 1187, 1229, 1256 Vocabulary Workshop 94
LA.RL.11.1.4 Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	Test Preparation and Practice 159, 311, 461, 631, 849, 1125, 1349 Vocabulary Practice 65, 209, 357, 405, 439, 516, 591, 784, 825, 939, 972, 1019, 1088, 1169, 1176, 1215, 1308, 1333 Vocabulary Workshop 264, 358, 1158
LA.RL.11.1.5 Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	Vocabulary Practice 128, 1206 Vocabulary Workshop 799 Writing Workshop 840
Standard 2: Comprehension	
The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	
LA.RL.11.2.1 Literal Understanding	
a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	Literary Element 1148–1152 Preview the Article 494 Reading Strategy 805, 909 Writing About Literature 1012



Priority Academic Student Skills	Pages
<p>b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).</p>	<p>Literary Element 48–52, 86, 414, 573–591, 969–972, 1011 Literary Terms Handbook R2 Reading Strategy 135–140, 179–182, 667–670, 690–693, 733–740, 1230 Test Preparation and Practice 157, 309 Writing About Literature 703, 821, 1169, 1308</p>
<p>c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.</p>	<p>Reading Strategy 23, 34, 55, 61, 67, 75, 89, 97, 107, 123, 211, 243, 250, 266, 331, 338, 355, 369, 374, 387, 395, 406, 483, 505, 528, 535, 568, 594, 653, 667, 673, 679, 700, 743, 769, 775, 787, 827, 936, 941, 958, 969, 975, 980, 1067, 1160, 1189, 1197, 1269, 1277, 1291, 1303 Writing Handbook R37 Writing Workshop 446</p>
<p>d. Construct images such as graphic organizers based on text descriptions and text structures.</p>	<p>Foldables™ 18, 176, 328, 478, 648, 866, 1142 Grammar and Style 241, 1107, 1267 Group Activity 606, 924, 933, 955, 1244 Interdisciplinary Activity 493 Literary Analysis 907 Literary Element 240 Partner Activity 86, 127, 185, 262, 277, 290, 414, 439, 492, 515, 542, 591, 739, 783, 797, 820, 873, 888, 1011, 1018, 1106, 1168, 1186, 1200, 1214, 1224, 1255, 1274, 1296, 1307, 1322 Reading Handbook R21–R22 Reading Strategy 23, 34, 48, 55, 61, 83, 89, 97, 107, 118, 135, 142, 189, 211, 243, 250, 266, 292, 331, 338, 350, 355, 369, 384, 387, 395, 406, 441, 483, 494, 500, 505, 519, 528, 535, 568, 573, 608, 653, 667, 674, 679, 690, 700, 733, 743, 769, 775, 787, 801, 805, 814, 823, 827, 831, 869, 877, 901, 909, 914, 928, 936, 941, 958, 969, 975, 980, 1000, 1014, 1023, 1067, 1144, 1148, 1154, 1173, 1183, 1189, 1197, 1209, 1217, 1221, 1227, 1234, 1252, 1259, 1269, 1277, 1291, 1299, 1303, 1330 Visual Literacy 648, 759, 923, 1265 Writing About Literature 989, 1225</p>
<p>LA.RL.11.2.2 Inferences and Interpretation</p>	
<p>a. Interpret the possible influences of the historical context on literary works.</p>	<p>Big Idea 64, 79, 381, 576, 737 Comparing the Big Idea 46 Comparing Cultures 224 Comparing Historical Context 347 Connect 52, 86, 93, 133, 276, 515, 681 Literary History 532, 1020 Reading Check 645, 647, 863 Reading Strategy 75–80, 292, 331–335, 762 Visual Literacy 648 Writing About Literature 1107</p>

Priority Academic Student Skills	Pages
<p>b. Describe the development of plot and identify conflicts and how they are addressed and resolved.</p>	<p>Literary Element 547–551, 591, 760, 928–933, 1018, 1067–1088, 1106, 1259 Test Preparation and Practice 631 Writing About Literature 761, 889, 1019, 1045, 1066, 1176</p>
<p>c. Investigate influences on a reader’s response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).</p>	<p>Comparing Persuasive Messages 224 Reading Strategy 102–103, 203–209, 441, 551, 827–829, 869–871, 874, 989, 1286–1289 You’re the Critic 276, 383, 413, 438, 887</p>
<p>d. Make reasonable assertions about author’s arguments by using elements of the text to defend and clarify interpretations.</p>	<p>Literary Element 217 Reading Strategy 183–186, 494 Recall and Interpret 93, 111, 117, 127, 199, 357, 389, 972, 1152</p>
<p>LA.RL.11.2.3 Summary and Generalization</p>	
<p>a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.</p>	<p>Analyze and Evaluate 912 Reading Check 325 Reading Strategy 118, 372, 814–820, 1152, 1173–1176, 1303–1308 Test Preparation and Practice 158, 310, 460, 1348</p>
<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p>Reading Strategy 186, 277, 505, 700, 780, 958, 1011, 1259</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p>Literary Element 1152 Reading Strategy 189, 338, 1144, 1169 Writing About Literature 516</p>
<p>LA.RL.11.2.4 Analysis and Evaluation</p>	
<p>a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.</p>	<p>Comparing Literature 46, 224, 347, 561, 688, 998, 1181 Literary Element 664, 933 Partner Activity 591, 1106, 1152 Reading Strategy 710–714 Writing About Literature 186, 440, 761, 889</p>
<p>b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p>Literary Element 667–670, 1148–1152, 1168 Preview the Article 494 Reading Strategy 130–133, 805, 909, 928–934 Writing About Literature 676, 712, 1012</p>
<p>c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p>Analyze and Evaluate 86 Grammar and Style 241, 263, 278, 415, 889, 1012 Literary Element 335, 813, 972, 1152 Reading Strategy 189, 338, 1144, 1169, 1301</p>
<p>d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	<p>Literary Element 23–26, 240, 898</p>



Priority Academic Student Skills	Pages
Standard 3: Literature	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p>	
LA.RL.11.3.1 Literary Genre—Demonstrate a knowledge of an appreciation for various forms of literature.	
<p>a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.</p>	Literary Element 723, 1303–1307 Literary History 200, 226, 480, 650, 730, 1108 Reading Strategy 1234–1245 Writing About Literature 681 Writing Workshop 1111–1112
<p>b. Analyze the characteristics of subgenres including allegory and ballad.</p>	Literary Element 34–36, 67–73, 97–101, 338–344, 355–357, 361–366, 500–503, 787–789, 988, 1089–1106, 1160–1168 Literary History 20, 348, 1310 Writing About Literature 80, 1157
LA.RL.11.3.2 Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	
<p>a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	Literary Element 179–182, 679–681 Partner Activity 542 Reading Strategy 700–703, 1252–1256 Visual Literacy 759 Writing About Literature 87, 186, 278, 430, 440, 773, 833, 989, 1229
<p>b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.</p>	Grammar and Style 821 Group Activity 933 Literary Element 123–127, 335, 424–433, 439, 528–530, 571, 695–698, 733–739, 823–825, 873, 1173–1176, 1197–1200, 1209–1214, 1221–1224 Partner Activity 185, 492, 1274, 1322, 1333 Reading Strategy 243–249, 387–389, 424–433, 439, 528–530, 679–681, 695–698, 801–804, 1299–1301 Writing About Literature 263, 347, 655, 804, 1267, 1323
<p>c. Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	Literary Element 229–240, 505–515, 1248–1250 Reading Strategy 500–503, 715–723, 901–908, 956, 1023–1045 Writing About Literature 101, 665, 783
<p>d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p>	Group Activity 933 Literary Element 89–93, 123–127, 266–277, 528–530, 571, 653–655, 873, 975–977, 1209–1214, 1281–1284, 1299–1301 Literature Groups 435 Partner Activity 185, 492, 1296, 1333 Reading Strategy 673–676, 787–789, 801–804, 1217–1219 Writing About Literature 347, 655, 966

Priority Academic Student Skills	Pages
<p>e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p>Literary Element 535–542, 877–888, 901–907 Reading Strategy 23–26, 250–262, 519–526, 877–888 Writing About Literature 385</p>
<p>LA.RL.11.3.3 Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.</p>	
<p>a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.</p>	<p>Literary Element 183–185, 203–209, 435, 490–492, 1183–1186, 1217–1219, 1227–1229, 1286–1289 Partner Activity 1224 Reading Strategy 107–111, 703, 1227–1229 Test Preparation and Practice 459, 848, 1348 Vocabulary Workshop 1158</p>
<p>b. Identify and explain sound devices including alliteration and rhyme.</p>	<p>Literary Element 425, 427, 430, 436, 698, 714, 1199–1200 Reading Strategy 243, 427, 1301</p>
<p>c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>	<p>Literary Element 424–433, 439, 697–698, 804, 1200 Reading Strategy 243–249, 424–433, 439, 1299–1301 Writing About Literature 804</p>
<p>LA.RL.11.3.4 Literary Works—Read and respond to historically and culturally significant works of literature.</p>	
<p>a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	<p>Big Idea 64, 79, 381, 576, 737 Comparing the Big Idea 46 Comparing Historical Context 347 Connect 52, 86, 93, 133, 276, 515, 681 Daily Life and Culture 722, 819, 1105 Reading Check 645, 647, 863 Reading Strategy 75–80, 292, 331–335, 762 Visual Literacy 648 Writing About Literature 1107</p>
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	<p>Comparing Literature 33–46, 545–561, 1171–1181 Reading Strategy 27, 48–52, 657–664, 1325–1328 Writing About Literature 52, 798, 956, 1297</p>
<p>c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.</p>	<p>Comparing Literature 33–46, 677–688, 1171–1181</p>
<p>d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic</p>	<p>Comparing Literature 210–224, 336–347, 978–998</p>



Priority Academic Student Skills	Pages
Standard 4: Research and Information	
The student will conduct research and organize information.	
LA.RL.11.4.1 Accessing Information—Select the best source for a given purpose.	
a. Access information from a variety of primary and secondary sources.	Interdisciplinary Activity 989 Writing Handbook R36–R37 Writing Workshop 444–453
b. Skim text for an overall impression and scan text for particular information.	Preview the Article 189, 350, 494 Reading Handbook R21 Reading Strategy 805
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	Comparing Literature 46, 224, 347, 561, 688, 998, 1181 Literary Element 664, 933 Partner Activity 591, 1106, 1152 Reading Strategy 26, 189, 262, 344, 526, 607, 888, 1106, 1169 Writing About Literature 186, 440, 761, 889
LA.RL.11.4.2 Interpreting Information—Analyze and evaluate information from a variety of sources.	
a. Summarize, paraphrase, and/or quote relevant information.	Partner Activity 127 Reading Strategy 128, 199, 398, 401, 573, 1152, 1284 Writing Handbook R37 Writing Workshop 446
b. Determine the author’s viewpoint to evaluate source credibility and reliability.	Learning for Life 813 Reading Strategy 83–87, 183–186, 1000–1011 Writing Handbook R37 Writing Workshop 445
c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	Reading Handbook R23 Reading Strategy 416 Writing About Literature 440 Writing Workshop 446
d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	Group Activity 561 Interdisciplinary Activity 530 Internet Connection 73, 440 Reading Strategy 59
e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	Interdisciplinary Activity 493, 821 Internet Connection 1267, 1301 Speaking, Listening, and Viewing Workshop 454–455

Priority Academic Student Skills	Pages
Writing/Grammar/Mechanics and Usage	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	
Standard 1: Writing Process	
<p>The student will use the writing process to write coherently.</p>	
<p>LA.W.11.1 Use a writing process to develop and refine composition skills. Students are expected to:</p>	
<p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	<p>Writing About Literature 128, 186, 241, 263, 278, 291, 385, 415, 440, 493, 516, 526, 592, 607, 665, 724, 740, 761, 784, 798, 821, 874, 889, 899, 908, 925, 934, 956, 989, 1012, 1019, 1107, 1169, 1187, 1201, 1267, 1297, 1323 Writing Handbook R30 Writing Workshop 149, 299, 445, 617, 837, 1113, 1337</p>
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	<p>Writing About Literature 87, 128, 186, 241, 263, 278, 291, 385, 415, 440, 493, 516, 526, 592, 607, 665, 724, 740, 761, 784, 798, 821, 874, 889, 899, 908, 925, 934, 956, 989, 1012, 1019, 1107, 1169, 1187, 1201, 1245, 1267, 1297, 1323 Writing Handbook R31 Writing Workshop 150, 300, 447, 618, 838, 1114, 1338</p>
<p>c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p>	<p>Writing Handbook R31 Writing Workshop 152, 302, 452, 622, 840, 1116, 1340</p>
<p>d. proofread writing for appropriateness of organization, content and style.</p>	<p>Writing About Literature 87, 128, 186, 241, 263, 278, 291, 385, 415, 440, 493, 526, 592, 607, 665, 724, 740, 761, 784, 798, 821, 874, 889, 899, 925, 956, 1012, 1169, 1201, 1245, 1267, 1297, 1323 Writing Handbook R32 Writing Workshop 153, 303, 453, 623, 841, 1117, 1341</p>
<p>e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p>Writing About Literature 87, 128, 186, 241, 263, 278, 291, 385, 415, 440, 493, 526, 592, 607, 665, 724, 740, 761, 784, 798, 821, 874, 889, 899, 925, 956, 1012, 1169, 1201, 1245, 1267, 1297, 1323 Writing Handbook R32 Writing Workshop 153, 303, 453, 623, 841, 1117, 1341</p>
<p>f. refine selected pieces frequently to publish for general and specific audiences.</p>	<p>Writing Handbook R32 Writing Workshop 153, 303, 453, 623, 841, 1117, 1341</p>
<p>LA.W.11.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments.</p>	<p>Writing About Literature 140, 516, 1012 Writing Workshop 147, 297, 445, 615, 835, 1111, 1335</p>



Priority Academic Student Skills	Pages
<p>LA.W.11.1.3 Use language in creative and vivid ways to establish a specific tone.</p>	<p>Revising Check 241, 263 Writing About Literature 101 Writing Handbook R33 Writing Workshop 298, 300, 840, 1340</p>
<p>LA.W.11.1.4 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>	<p>Writing About Literature 784, 1088, 1284 Writing Workshop 297, 300, 622</p>
<p>LA.W.11.1.5 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p>Writing About Literature 128, 278, 385, 415, 493, 526, 607, 665, 761, 784, 821, 889, 899, 908, 925, 989, 1012, 1019, 1169, 1201, 1256, 1308 Writing Handbook R33 Writing Workshop 150–152, 446–448, 617–618, 838, 1113, 1334–1341</p>
<p>LA.W.11.1.6 Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>Writing About Literature 1323 Writing Handbook R33 Writing Workshop 298, 300, 620, 622, 1340</p>
<p>Standard 2: Modes and Forms of Writing</p>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	
<p>LA.W.11.2.1 Write fictional, biographical or autobiographical narratives that:</p> <ul style="list-style-type: none"> a. narrate a sequence of events and communicate their significance to the audience. b. identify scenes and incidents in specific places. c. describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings. d. present action segments to accommodate changes in time and mood. 	<p>Writing About Literature 784, 1267 Writing Handbook R35 Writing Workshop 296–303, 1110–1117</p>

Priority Academic Student Skills	Pages
<p>LA.W.11.2.2 Write job applications and resumes that:</p> <ul style="list-style-type: none"> a. provide clear and purposeful information and address the intended audience appropriately. b. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. modify the tone to fit the purpose and audience. d. follow the conventional style for that type of document (résumé, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document. 	<p>Business Writing, R42–R45</p>
<p>LA.W.11.2.3 Write historical investigations that:</p> <ul style="list-style-type: none"> a. use expository, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. b. analyze several historical records of a single event, examining critical relationships between elements of the topic. c. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. include a formal bibliography. 	<p>Writing Handbook R36–R41 Writing Workshop 444–453</p>
<p>LA.W.11.2.4 Write reflective compositions that may address one of the following purposes:</p> <ul style="list-style-type: none"> a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. b. draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	<p>Writing Workshop 296–303</p>
<p>LA.W.11.2.5 Write responses to literature that:</p>	
<ul style="list-style-type: none"> a. demonstrate a comprehensive understanding of the significant ideas in works or passages. 	<p>Writing About Literature 186, 278, 430, 773, 989 Writing Workshop 614–623, 834–841</p>



Priority Academic Student Skills	Pages
b. analyze the use of imagery, language, universal themes, and unique aspects of the text.	Writing About Literature 59, 87, 182, 263, 440, 592, 655, 740, 934, 966 Writing Workshop 614–623, 834–841
c. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	Writing About Literature 87, 101, 128, 182, 241, 263, 291, 385, 415, 430, 440, 489, 503, 526, 543, 592, 607, 665, 724, 740, 773, 821, 874, 889, 899, 908, 925, 989, 1066, 1107, 1169, 1176, 1201, 1215, 1256, 1308, 1323 Writing Workshop 614–623, 834–841
d. demonstrate an understanding of author’s style and an appreciation of the effects created.	Writing About Literature 117, 128, 415, 526, 592, 681, 874, 1323 Writing Workshop 614–623, 834–841
e. identify and assess the impact of ambiguities, nuances, and complexities within the text.	Writing About Literature 389, 493, 607, 665, 1066, 1176 Writing Workshop 614–623, 834–841
LA.W.11.2.6 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.	Interdisciplinary Activity 592, 925 Writing About Literature 140, 372, 516, 592, 977, 1012, 1088, 1157, 1187, 1245, 1267, 1308 Writing Workshop 146–153, 1334–1341
LA.W.11.2.7 Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	Writing Handbook R36–R41 Writing Workshop 444–453
Standard 3: Grammar/Usage and Mechanics	
The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	
LA.W.11.3.1 Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.	
a. Distinguish commonly confused words (e.g., there, their, they’re; two, too, to; accept, except; affect, effect).	Vocabulary Workshop 799 Skills Practice 872 (TWE), 1162 (TWE)
b. Use correct verb forms and tenses.	Language Handbook R51 Writing Workshop 1117 Skills Practice 198 (TWE), 1156 (TWE)
c. Use correct subject-verb agreement.	Writing Workshop 623 Skills Practice 420 (TWE), 462 (TWE)
d. Use active and passive voice.	Grammar and Style 761 Language Handbook R52 Skills Practice 1036 (TWE)
e. Use correct pronoun/antecedent agreement and clear pronoun reference.	Language Handbook R49 Writing Workshop 1341 Skills Practice 932 (TWE)
f. Use correct forms of comparative and superlative adjectives.	Language Handbook R46 Skills Practice 878 (TWE)

Priority Academic Student Skills	Pages
LA.W.11.3.2 Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.	
a. Demonstrate correct use of capitals.	Language Handbook R53
b. Use correct formation of plurals.	Language Handbook R58
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	Grammar Workshop 141, 517 Language Handbook R54–R57 Writing Workshop 303, 453, 841
d. Use correct spelling of commonly misspelled words and homonyms.	Language Handbook R58–R60 Vocabulary Workshop 799
LA.W.11.3.3 Sentence Structure—Demonstrate appropriate sentence structure in writing.	
a. Use parallel structure.	Writing Workshop 151, 153
b. Correct dangling and misplaced modifiers.	Grammar Workshop 279, 1246 Test Preparation and Practice 313, 1127
c. Correct run-on sentences	Grammar Workshop 1170 Writing Workshop 303
d. Correct fragments.	Grammar and Style 1267
LA.W.11.3.4 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.	Writing Handbook R36–R41 Writing Workshop 444–453
Oral Language/Listening and Speaking	
<p>The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.</p>	
Standard 1: Listening	
<p>The student will listen for information and for pleasure.</p>	
LA.OL.11.1.1 Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker’s messages.	Listening and Speaking 1012 Speaking, Listening, and Viewing Workshop 624–625, 1343
LA.OL.11.1.2 Use effective strategies for listening that prepares for listening, identifies the types of listening, and adopts appropriate strategies.	Speaking, Listening, and Viewing Workshop 624–625, 1343 Skills Practice 156 (TWE)



Priority Academic Student Skills	Pages
LA.OL.11.1.3 Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	Interdisciplinary Activity 335 Speaking, Listening, and Viewing Workshop 1343
LA.OL.11.1.4 Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	Speaking, Listening, and Viewing Workshop 624–625, 1343
LA.OL.11.1.5 Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	Interdisciplinary Activity 335 Listening and Speaking 1012 Speaking, Listening, and Viewing Workshop 1343
Standard 2: Speaking	
The student will express ideas and opinions in group or individual situations.	
LA.OL.11.2.1 Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	Speaking, Listening, and Viewing Workshop 154–155, 304–305, 454–455, 624–625, 842–843, 1118–1119, 1342–1343
LA.OL.11.2.2 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	Speaking, Listening, and Viewing Workshop 154–155, 1342–1343 Writing Workshop 146–153
LA.OL.11.2.3 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.	Connect to Today 176, 328, 648, 866, 1142 Listening and Speaking 344, 1191 Performing 1215 Speaking, Listening, and Viewing Workshop 155, 305, 455, 842, 1118
LA.OL.11.2.4 Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	Interdisciplinary Activity 493 Speaking, Listening, and Viewing Workshop 624–625 Writing About Literature 1187

Priority Academic Student Skills	Pages
Visual Literacy	
The student will interpret, evaluate, and compose visual messages.	
Standard 1: Interpret Meaning	
The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.	
<p>LA.VL.11.1.1 Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).</p>	<p>Reading Strategy 909 Visual Literacy 590, 923, 1265 Viewing the Photo 477 (TWE), 909 (TWE), 994 (TWE)</p>
<p>LA.VL.11.1.2 Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).</p>	<p>Analyzing Political Cartoons 105 Discussion Starter 997</p>
Standard 2: Evaluate Media	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
<p>LA.VL.11.2.1 Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).</p>	<p>Writing Handbook R37 Writing Workshop 445</p>
<p>LA.VL.11.2.2 Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).</p>	<p>Analyze and Evaluate 1232 Discussion Starter 997</p>
Standard 3: Compose Visual Messages	
The student will create a visual message that effectively communicates an idea.	
<p>LA.VL.11.3.1 Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.</p>	<p>Comparing Cultures 998 Listening and Speaking 1297 Performing 65</p>
<p>LA.VL.11.3.2 Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.</p>	<p>Speaking, Listening, and Viewing Workshop 1118–1119</p>