

ELA.11.R.1 Reading Prose and Poetry

Literary Elements

Benchmark Clarifications

- Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
- Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
 - Layer 1) the literal level, what the words actually mean
 - Layer 2) mood, those feelings that are evoked in the reader
 - Layer 3) tone, the author's attitude
 - Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
- Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p>	<p>Chapter 1 Analyzing Descriptive Details and Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The First Assassin by John J. Miller (excerpt/novel)</i> First Read: Identifying Suspenseful Details—pp. 10–15 Second Read: Sensory Language—pp. 16–17 Third Read: Analyzing Different Interpretations of a Scene—pp. 18–20 <p>Chapter 3 Analyzing Characters and Synthesizing Texts Preview Concepts/Chapter Goals/Making Connections—pp. 43–44</p> <ul style="list-style-type: none"> ▪ <i>Cold Mountain by Charles Frazier (excerpt/novel)</i> ▪ <i>A Woman's Wartime Journal by Dolly Sumner Lunt (excerpt/primary source)</i> First Read: Development of Character—pp. 45–51 Second Read: Using Character to Develop Theme—pp. 51–52 Third Read: Synthesizing Texts—pp. 52–54 <p>Chapter 6 Analyzing Text Elements Preview Concepts/Chapter Goals/Making Connections—pp. 116–115</p> <ul style="list-style-type: none"> ▪ <i>The Great Gatsby by F. Scott Fitzgerald (excerpt/novel)</i> ▪ <i>Women and Economics by Charlotte Perkins Gilman (excerpt/informational)</i> First Read: Making Inferences—pp. 118–124 Second Read: Narrative Structure—pp. 124–125 Third Read: Synthesizing Texts—pp. 126–127 <p>Chapter 14 Analyzing Characters Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 306–307</p> <ul style="list-style-type: none"> ▪ <i>Fahrenheit 451 by Ray Bradbury (excerpt/novel)</i> ▪ <i>1984 by George Orwell (excerpt/novel)</i> First Read: Analyzing Characters—pp. 308–315 Second Read: Analyzing Characters' Interactions—pp. 315–316 Third Read: Synthesizing Texts—pp. 316–320

ELA.11.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.1.2: Track and analyze universal themes in literary texts from different times and places.</p>	<p>Chapter 3 Analyzing Characters and Synthesizing Texts Preview Concepts/Chapter Goals/Making Connections—pp. 43–44</p> <ul style="list-style-type: none"> ▪ <i>Cold Mountain</i> by Charles Frazier (excerpt/novel) ▪ <i>A Woman’s Wartime Journal</i> by Dolly Sumner Lunt (excerpt/primary source) <p>Second Read: Using Character to Develop Theme—pp. 51–52</p> <p>Chapter 10 Using Author’s Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> ▪ <i>The Grapes of Wrath</i> by John Steinbeck (excerpt/novel) ▪ <i>The Grapes of Wrath</i> by Nunnally Johnson (excerpt/screenplay) <p>First Read: Analyzing Point of View—pp. 202–208 Second Read: Identifying Literary Devices—pp. 208–209 Third Read: Analyzing Two Interpretations of a Story—pp. 210–216</p> <p>Chapter 11 Analyzing an Interpretation of a Novel Preview Concepts/Chapter Goals/Making Connections—pp. 222–223</p> <ul style="list-style-type: none"> ▪ <i>The War of the Worlds</i> by H. G. Wells (excerpt/novel) ▪ <i>The War of the Worlds</i> by Orson Welles (excerpt/radio broadcast) <p>Second Read: Analyzing Theme—pp. 229–234</p> <p>Chapter 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247–248</p> <ul style="list-style-type: none"> ▪ <i>Jazz</i> by Toni Morrison (excerpt/novel) ▪ “Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/poetry) <p>First Read: Identifying Main Idea—pp. 249–254 Second Read: Determining Theme—pp. 255–257 Third Read: Author’s Use of Juxtaposition—pp. 257–262</p> <p>Chapter 17 Exploring Theme Through Style and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 359–360</p> <ul style="list-style-type: none"> ▪ <i>The Things They Carried</i> by Tim O’Brien (excerpt/novel) <p>First Read: Identifying Theme—pp. 361–365 Second Read: Author’s Style—pp. 365–366 Third Read: Exploring Point of View—pp. 366–367</p>

ELA.11.R.1 Reading Prose and Poetry

Perspective and Point of View

Benchmark Clarifications

- Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.
- Clarification 2: The term perspective means “a particular attitude toward or way of regarding something.”

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.1.3: Analyze the author’s choices in using juxtaposition to define character perspective.</p>	<p>Chapter 3 Analyzing Characters and Synthesizing Texts Preview Concepts/Chapter Goals/Making Connections—pp. 43–44</p> <ul style="list-style-type: none"> ▪ <i>Cold Mountain</i> by Charles Frazier (excerpt/novel) ▪ <i>A Woman’s Wartime Journal</i> by Dolly Sumner Lunt (excerpt/primary source) <p>First Read: Development of Character—pp. 45–51 Second Read: Using Character to Develop Theme—pp. 51–52</p> <p>Chapter 10 Using Author’s Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> ▪ <i>The Grapes of Wrath</i> by John Steinbeck (excerpt/novel) ▪ <i>The Grapes of Wrath</i> by Nunnally Johnson (excerpt/screenplay) <p>First Read: Analyzing Point of View—pp. 202–208</p> <p>Chapter 11 Analyzing an Interpretation of a Novel</p> <ul style="list-style-type: none"> ▪ <i>The War of the Worlds</i> by H. G. Wells (excerpt/novel) ▪ <i>The War of the Worlds</i> by Orson Welles (excerpt/radio broadcast) <p>First Read: Identifying Point of View—pp. 224–228 Second Read: Analyzing Theme—pp. 229–234 Third Read: Analyze an Interpretation of a Novel—pp. 235–240</p> <p>Chapter 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247–248</p> <ul style="list-style-type: none"> ▪ <i>Jazz</i> by Toni Morrison (excerpt/novel) ▪ “Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/poetry) <p>First Read: Identifying Main Idea—pp. 249–254 Second Read: Determining Theme—pp. 255–257 Third Read: Author’s Use of Juxtaposition—pp. 257–262</p> <p>Chapter 17 Exploring Theme Through Style and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 359–360</p> <ul style="list-style-type: none"> ▪ <i>The Things They Carried</i> by Tim O’Brien (excerpt/novel) <p>First Read: Identifying Theme—pp. 361–365 Second Read: Author’s Style—pp. 365–366 Third Read: Exploring Point of View—pp. 366–367</p>

ELA.11.R.1 Reading Prose and Poetry

Poetry

Benchmark Clarifications

- Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.
 - Classical Period (1200 BCE–455 CE)
 - Medieval Period (455 CE–1485 CE)
 - Renaissance Period (130–1600)
 - Restoration and 18th Century (1660–1790) British Literature
 - Colonial and Early National Period (1600–1830) American Literature
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
 - Contemporary Period (1945–present)
- Clarification 2: For more information, see Literary Periods.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.1.4: Analyze ways in which poetry reflects themes and issues of its time period.</p>	<p>Chapter 8 Identifying Main Ideas Through Inference Preview Concepts/Chapter Goals/Making Connections—pp. 154–155</p> <ul style="list-style-type: none"> ▪ “Phenomenal Woman” by Maya Angelou (poetry) First Read: Identifying Main Ideas—pp. 156–161 Second Read: Developing Main Ideas—pp. 161–162 Third Read: Comparing Texts—pp. 162–163 <p>Chapter 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247–248</p> <ul style="list-style-type: none"> ▪ <i>Jazz</i> by Toni Morrison (excerpt/novel) ▪ “Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/poetry) First Read: Identifying Main Idea—pp. 249–254 Second Read: Determining Theme—pp. 255–257 Third Read: Author’s Use of Juxtaposition—pp. 257–262

ELA.11.R.2 Reading Informational Text

Structure

Benchmark Clarifications

- Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
- Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.2.1: Evaluate the structure(s) and features in texts.</p>	<p>Chapter 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85</p> <ul style="list-style-type: none"> ▪ <i>The Emancipation Proclamation</i> by President Abraham Lincoln (excerpt/historical document) ▪ <i>The Constitution of the United States</i> (excerpt/founding document) ▪ <i>The Imperial Presidency</i> by Arthur M. Schlesinger, Jr. (excerpt/informational) First Read: Finding Main Ideas—pp. 86–89 Second Read: Analyzing Structure—pp. 89–91 Third Read: Synthesizing Texts—pp. 92–95

ELA.11.R.2 Reading Informational Text

Structure

Benchmark Clarifications

- Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
- Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
	<p>Unit 1 Writing Writing an Argumentative Paper Identify and Evaluate Sources (text features: bullet points, section heads, pictures with captions)—p. 102</p> <p>Chapter 6 Analyzing Text Elements Preview Concepts/Chapter Goals/Making Connections—pp. 116–115</p> <ul style="list-style-type: none"> ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (excerpt/novel) ▪ <i>Women and Economics</i> by Charlotte Perkins Gilman (excerpt/informational) <p>Second Read: Narrative Structure—pp. 124–125</p> <p>Chapter 9 Analyzing Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ <i>The Feminine Mystique</i> by Betty Friedan (excerpt/informational) <p>Second Read: Analyzing Text Structures and Arguments—pp. 177–179</p> <p>Chapter 10 Using Author’s Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> ▪ <i>The Grapes of Wrath</i> by John Steinbeck (excerpt/novel) ▪ <i>The Grapes of Wrath</i> by Nunnally Johnson (excerpt/screenplay) <p>Third Read: Analyzing Two Interpretations of a Story (text features)—pp. 210–216</p> <p>Chapter 16 Understanding Main Ideas Through Historical Fiction Preview Concepts/Chapter Goals/Making Connections—pp. 342–343</p> <ul style="list-style-type: none"> ▪ <i>Into the Sky with Diamonds</i> by Ronald P. Grelsamer (excerpt/novel) <p>Second Read: Understanding Unfamiliar Words (text features)—pp. 349–350</p> <p>Chapter 18 Analyzing a Supreme Court Decision Preview Concepts/Chapter Goals/Making Connections—pp. 372–373</p> <ul style="list-style-type: none"> ▪ <i>Tinker v. Des Moines Independent Community School District</i> (excerpt/Supreme Court decision) <p>First Read: Structure of a Court Decision—pp. 374–382</p>

Central Idea

Benchmark Clarifications

- Clarification 1: See Rhetorical Appeals and Rhetorical Devices.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.2.2: Analyze the central idea(s) of speeches and essays from the Classical Period.</p>	<p>Chapter 2 Evaluating Arguments</p> <ul style="list-style-type: none"> ▪ <i>Black, Blue and Gray</i> by James Haskins (excerpt/informational) <p>First Read: Identifying Main Ideas—pp. 29–32</p> <p style="text-align: right;"><i>continued</i></p>

ELA.11.R.2 Reading Informational Text

Central Idea

Benchmark Clarifications

- Clarification 1: See Rhetorical Appeals and Rhetorical Devices.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
	<p>Chapter 5 Analyzing Structure and Language in Historical Texts</p> <ul style="list-style-type: none"> ▪ <i>The Emancipation Proclamation by President Abraham Lincoln (excerpt/historical document)</i> ▪ <i>The Constitution of the United States (excerpt/founding document)</i> ▪ <i>The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational)</i> <p>First Read: Finding Main Ideas—pp. 86–89</p> <p>Chapter 7 Analyzing and Comparing Rhetoric</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ <i>“Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech)</i> ▪ <i>“Ain’t I a Woman?” by Sojourner Truth (speech)</i> <p>First Read: Identifying Key Details (supporting central ideas expressed in the text)—pp. 136–141</p> <p>Chapter 9 Analyzing Arguments</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ <i>The Feminine Mystique by Betty Friedan (excerpt/informational)</i> <p>First Read: Determining Main Ideas—pp. 172–177</p> <p>Chapter 16 Understanding Main Ideas Through Historical Fiction</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 342–343</p> <ul style="list-style-type: none"> ▪ <i>Into the Sky with Diamonds by Ronald P. Grelsamer (excerpt/novel)</i> <p>First Read: Main Ideas—pp. 344–348</p>

Purpose and Perspective

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.2.3: Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>	<p>Chapter 4 Analyzing Rhetoric</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 63–64</p> <ul style="list-style-type: none"> ▪ <i>Prospectus for The Liberator by William Lloyd Garrison (excerpt/article)</i> ▪ <i>Speech to the American Anti-Slavery Society by Frederick Douglass (excerpt/speech)</i> <p>First Read: Analyzing Purpose—pp. 65–70</p> <p>Chapter Analyzing Structure and Language in Historical Texts</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 84–85</p> <ul style="list-style-type: none"> ▪ <i>The Emancipation Proclamation by President Abraham Lincoln (excerpt/historical document)</i> ▪ <i>The Constitution of the United States (excerpt/founding document)</i> ▪ <i>The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational)</i> <p>First Read: Finding Main Ideas—pp. 86–89</p> <p>Second Read: Analyzing Structure—pp. 89–91</p> <p>Third Read: Synthesizing Texts—pp. 92–95</p>

ELA.11.R.2 Reading Informational Text

Purpose and Perspective

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
	<p>Chapter 7 Analyzing and Comparing Rhetoric</p> <ul style="list-style-type: none"> ▪ <i>“Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech)</i> ▪ <i>“Ain’t I a Woman?” by Sojourner Truth (speech)</i> <p>First Read: Identifying Key Details—pp. 136–141 Second Read: Understanding Rhetoric—pp. 141–144 Third Read: Comparing Rhetoric—pp. 144–147</p> <p>Chapter 15 Analyzing Purpose Through Rhetoric</p> <ul style="list-style-type: none"> ▪ <i>Speech at the Berlin Wall by President John F. Kennedy (excerpt/speech)</i> ▪ <i>Remarks from the Brandenburg Gate by President Ronald Reagan (excerpt/speech)</i> <p>First Read: Speaker’s Purpose—pp. 327–332</p>

Argument

Benchmark Clarifications

- Clarification 1: Validity refers to the soundness of the arguments.
- Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.2.4: Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.</p>	<p>Chapter 2 Evaluating Arguments</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 27–28</p> <ul style="list-style-type: none"> ▪ <i>Black, Blue and Gray by James Haskins (excerpt/informational)</i> <p>First Read: Identifying Main Ideas—pp. 29–32 Second Read: Evaluating Arguments—pp. 32–34 Third Read: Evaluating Sources—pp. 35–37</p> <p>Chapter 9 Analyzing Arguments</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ <i>The Feminine Mystique by Betty Friedan (excerpt/informational)</i> <p>First Read: Determining Main Ideas—pp. 172–177 Second Read: Analyzing Text Structures and Arguments—pp. 177–179 Third Read: Synthesizing Information—p. 180</p> <p>Chapter 18 Analyzing a Supreme Court Decision</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 372–373</p> <ul style="list-style-type: none"> ▪ <i>Tinker v. Des Moines Independent Community School District (excerpt/Supreme Court decision)</i> <p>First Read: Structure of a Court Decision—pp. 374–382 Second Read: Analyzing an Argument—pp. 383–383 Third Read: Dissenting Arguments—pp. 384–391</p>

ELA.11.R.3 Reading Across Genres

Interpreting Figurative Language

Benchmark Clarifications

- Clarification 1: Examples of allegory should be taken from the following periods:
 - Classical Period (1200 BCE–455 CE)
 - Medieval Period (455 CE–1485 CE)
 - Renaissance Period (1300–1600)
 - Restoration and 18th Century (1660–1790) British Literature
 - Colonial and Early National Period (1600–1830) American Literature
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
- Clarification 2: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
- Clarification 3: See Secondary Figurative Language.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.3.1: Analyze the author’s use of figurative language and explain examples of allegory.</p>	<p>Chapter 1 Analyzing Descriptive Details and Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The First Assassin by John J. Miller (excerpt/novel)</i> Second Read: Sensory Language—pp. 16–17 <p>Chapter 4 Analyzing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 63–64</p> <ul style="list-style-type: none"> ▪ <i>Prospectus for The Liberator by William Lloyd Garrison (excerpt/article)</i> ▪ <i>Speech to the American Anti-Slavery Society by Frederick Douglass (excerpt/speech)</i> <p>Second Read: Exploring Rhetoric: Pathos and Figurative Language—pp. 72–74</p> <p>Chapter 8 Identifying Main Ideas Through Inference Preview Concepts (sound devices: rhyme/onomatopoeia/alliteration)—p. 154</p> <p>Chapter 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247–248</p> <ul style="list-style-type: none"> ▪ <i>Jazz by Toni Morrison (excerpt/novel)</i> ▪ <i>“Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/poetry)</i> <p>Second Read: Determining Theme: Theme Web (figurative language)—p. 256</p> <p>Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325–326</p> <ul style="list-style-type: none"> ▪ <i>Speech at the Berlin Wall by President John F. Kennedy (excerpt/speech)</i> ▪ <i>Remarks from the Brandenburg Gate by President Ronald Reagan (excerpt/speech)</i> <p>Third Read: Comparing Rhetoric (figurative language)—pp. 334–335</p> <p>Introducing Close Reading Tips for Close Reading: Second Reading (figurative language)—p. xxiv Annotating a Text (mark imagery or interesting figurative language)—p. xxv</p> <p>Language Analyzing Literary Devices—pp. 55–56</p>

ELA.11.R.3 Reading Across Genres

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.3.2: Paraphrase content from grade-level texts.</p>	<p>Chapter 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ “Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech) ▪ “Ain’t I a Woman?” by Sojourner Truth (speech) <p>Second Read: Understanding Rhetoric (direct quotations/paraphrase)—TWE p. 143</p> <p>Chapter 18 Analyzing a Supreme Court Decision Preview Concepts/Chapter Goals/Making Connections—pp. 372–373</p> <ul style="list-style-type: none"> ▪ <i>Tinker v. Des Moines Independent Community School District (excerpt/Supreme Court decision)</i> <p>First Read: Structure of a Court Decision: Write (summarize text)—p. 382</p> <p>Second Read: Analyzing an Argument (summarize)—pp. 383–383</p> <p>Project-Based Assessments Research Project (paraphrase)—p. 39</p> <p>The Inquiry Process Conduct Research (paraphrase)—p. 103 Prepare Research Format (paraphrase)—p. 106</p> <p>The Writing Process First Draft Organize Ideas (summarize main points)—pp. 189–190 Citing Sources (direct quotations/paraphrase)—p. 190</p>

Comparative Reading

Benchmark Clarifications

- Clarification 1: Examples of allegory should be taken from the following periods:
 - Classical Period (1200 BCE–455 CE)
 - Medieval Period (455 CE–1485 CE)
 - Renaissance Period (1300–1600)
 - Restoration and 18th Century (1660–1790) British Literature
 - Colonial and Early National Period (1600–1830) American Literature
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
- Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.3.3: Analyze how mythical, classical, or religious texts have been adapted.</p>	<p>Chapter 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85</p> <ul style="list-style-type: none"> ▪ <i>The Emancipation Proclamation by President Abraham Lincoln (excerpt/historical document)</i> ▪ <i>The Constitution of the United States (excerpt/founding document)</i> ▪ <i>The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational)</i> <p>First Read: Finding Main Ideas—pp. 86–89</p> <p style="text-align: right;"><i>continued</i></p>

ELA.11.R.3 Reading Across Genres

Comparative Reading

Benchmark Clarifications

- Clarification 1: Examples of allegory should be taken from the following periods:
 - Classical Period (1200 BCE–455 CE)
 - Medieval Period (455 CE–1485 CE)
 - Renaissance Period (1300–1600)
 - Restoration and 18th Century (1660–1790) British Literature
 - Colonial and Early National Period (1600–1830) American Literature
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
- Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
	<p>Second Read: Analyzing Structure—pp. 89–91 Third Read: Synthesizing Texts—pp. 92–95</p> <p>Chapter 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ “Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech) ▪ “Ain’t I a Woman?” by Sojourner Truth (speech) <p>Third Read: Comparing Rhetoric—pp. 144–147</p> <p>Chapter 8 Identifying Main Ideas Through Inference Preview Concepts/Chapter Goals/Making Connections—pp. 154–155</p> <ul style="list-style-type: none"> ▪ “Phenomenal Woman” by Maya Angelou (poetry) <p>Third Read: Comparing Texts—pp. 162–163</p> <p>Chapter 11 Analyzing an Interpretation of a Novel Preview Concepts/Chapter Goals/Making Connections—pp. 222–223</p> <ul style="list-style-type: none"> ▪ <i>The War of the Worlds</i> by H. G. Wells (excerpt/novel) ▪ <i>The War of the Worlds</i> by Orson Welles (excerpt/radio broadcast) <p>Third Read: Analyze an Interpretation of a Novel—pp. 235–240</p> <p>Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325–326</p> <ul style="list-style-type: none"> ▪ <i>Speech at the Berlin Wall</i> by President John F. Kennedy (excerpt/speech) ▪ <i>Remarks from the Brandenburg Gate</i> by President Ronald Reagan (excerpt/speech) <p>Third Read: Comparing Rhetoric—pp. 334–335</p> <p>On Your Own Watch a movie adaptation, p. 131</p> <p>Project-Based Assessments Modern Adaptation, p. 243</p>

11th Grade Reading

ELA.11.R.3 Reading Across Genres

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.
- Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.
- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.R.3.4: Evaluate an author’s use of rhetoric in text.</p>	<p>Chapter 4 Analyzing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 63–64</p> <ul style="list-style-type: none"> ▪ <i>Prospectus for The Liberator</i> by William Lloyd Garrison (excerpt/article) ▪ <i>Speech to the American Anti-Slavery Society</i> by Frederick Douglass (excerpt/speech) <p>First Read: Analyzing Purpose—pp. 65–70 Second Read: Exploring Rhetoric—pp. 71–74 Third Read: Analyzing Logos—pp. 75–77</p> <p>Chapter 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135</p> <ul style="list-style-type: none"> ▪ <i>“Solitude of Self”</i> by Elizabeth Cady Stanton (excerpt/speech) ▪ <i>“Ain’t I a Woman?”</i> by Sojourner Truth (speech) <p>First Read: Identifying Key Details—pp. 136–141 Second Read: Understanding Rhetoric—pp. 141–144 Third Read: Comparing Rhetoric—pp. 144–147</p> <p>Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325–326</p> <ul style="list-style-type: none"> ▪ <i>Speech at the Berlin Wall</i> by President John F. Kennedy (excerpt/speech) ▪ <i>Remarks from the Brandenburg Gate</i> by President Ronald Reagan (excerpt/speech) <p>First Read: Speaker’s Purpose—pp. 327–332 Second Read: Analyzing Claims—pp. 332–334 Third Read: Comparing Rhetoric—pp. 334–335</p> <p>Language Analyzing Literary Devices, pp. 55–56; Understatement, p. 367; Fragments, pp. 391–392</p>

11th Grade Communication

ELA.11.C.1 Communicating Through Writing

Narrative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Narrative Techniques.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives.</p>	<p>Project-Based Assessments Dramatic Interpretation, p. 217; Modern Adaptation, pp. 243–244; Finish the Story, pp. 321–322; Historical Fiction Story, p. 356</p> <p>Focus Focus on Narrative Structure: Write (write a description)—p. 125</p>

11th Grade Communication

ELA.11.C.1 Communicating Through Writing

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.
- Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.
- Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.C.1.3: Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p>	<p>Unit 1 Writing Writing an Argumentative Paper—pp. 100–109</p> <p>Unit 2 Writing Writing a Literary Analysis—pp. 186–193</p> <p>Unit 4 Writing Writing an Argument Analysis—pp. 396–403</p> <p>Project-Based Assessments Executive Power: A Social Network, pp. 97–98; Women’s Rights Presentation, p. 149; Investigative Report, pp. 150–151; Letter to the Editor, pp. 183–184; Literary Analysis, pp. 217–218; Brochure, pp. 264–265; Public Service Announcement, pp. 337–338; Speech, pp. 338–339</p> <p>Practice Performance Task Writing an Argumentative Essay—pp. 298–304 Writing an Argument Analysis—pp. 404–408</p>

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.C.1.4: Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p>	<p>Unit 3 Writing Writing a Critical Lens Essay—pp. 289–297</p> <p>Project-Based Assessments RAFT, pp. 23–24; Research Project, pp. 39–40; Synthesis Essay, pp. 57–58; Analysis Essay, pp. 80–81; Cell Phone Etiquette Project, p. 129; Character Comparison, pp. 130–131; Literary Essay, pp. 165–166; Research Paper, p. 242; Document-Based Question Essay, pp. 282–283; Create a Dystopian Society, p. 321</p> <p>Practice Performance Task Writing a Comparative Rhetorical Analysis—pp. 110–114 Writing a Comparative Analysis—pp. 194–198</p>

Improving Writing

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>	<p>The Writing Process/The Inquiry Process pp. 187-193, 291-297, 399-403</p> <p>Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 100, 186, 290, 399</p> <p style="text-align: right;"><i>continued</i></p>

11th Grade Communication

ELA.11.C.1 Communicating Through Writing

Improving Writing

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
	<p>Brainstorming for Ideas/a Topic—pp. 291-293, 399 Citing Authors—p. 191 Write a Claim—pp. 100-105, 400-401 Generate Ideas—pp. 101, 187-188, 293, 399 Conduct Research—pp. 102, 189 Organize Ideas—pp. 105, 189-190, 294-295, 400-401 Prepare Research Format—p. 106 Citing Sources—p. 190 First Draft—pp. 105, 190, 295, 401 Revising and Editing (with feedback) Revision—pp. 107, 191, 295, 402 First Peer Review (Steps for Peer Review)—pp. 107, 191, 295-296, 402 Second Peer Review/Ratiocination Review—pp. 107-109, 192 Second Peer Review (Partner)—pp. 296-297, 402-403 Final Peer Review—pp. 109, 192-193, 297, 403 Proofread—pp. 109, 193, 297, 403 Final Essay—pp. 109, 193, 297, 403</p>

ELA.11.C.2 Communicating Orally

Oral Presentation

Benchmark Clarifications

- Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.
- Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
<p>ELA.11.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p>	<p>Speak and Listen Oral communications (partner, small group, class discussions)—pp. 9, 20, 32, 37, 54, 72, 77, 91, 94, 125, 127, 144, 147, 161, 180, 208, 215, 228, 233, 254, 256, 280, 320, 334, 352, 366, 382 Project-Based Assessments Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Roundtable Discussion, pp. 79–80, 166–167, 182–183; Digital Presentation, p. 264; Roundtable Discussion, pp. 283–285; Pictorial Presentation, p. 355</p>

11th Grade Communication

ELA.11.C.3 Following Conventions

Conventions

Benchmark Clarifications

- Clarification 1: Skills to be implemented but not yet mastered are as follows:
 - Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
 Skills to be implemented but not yet mastered are as follows:
 - Use knowledge of usage rules to create flow in writing and presenting.
- Clarification 2: See Convention Progression by Grade Level for more information.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Language (grammar, punctuation, capitalization, spelling) Run-on Sentences, pp. 21–22; Using Transitions, pp. 38–39; Correct Usage, pp. 77–78; Using Quotations, pp. 95–97; Parallel Structure, p. 148; Using Semicolons, p. 216; Subject-Verb Agreement, pp. 240–241; Using Dashes, p. 263; Misplaced Modifiers, p. 320; Avoiding Redundant Language, pp. 353–354

ELA.11.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.C.4.1: Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.	<p>On Your Own Integrating Ideas (research)—pp. 24, 41, 59, 81, 98, 131, 151, 167, 184, 218, 243, 265, 285, 322, 339, 356, 369, 393</p> <p>Project-Based Assessments (requiring research) Research Project, p. 39–40; Digital Presentation: The Rest of the Story, p. 40–41; Civil War Presentation, pp. 58–59; Analysis Essay, p. 80–81; Executive Power: A Social Network, p. 97–98; Cell Phone Etiquette Project, p. 129; Investigative Report, pp. 150–151; Research Paper, p. 242; Modern Adaptation, pp. 243–244; Digital Presentation, p. 264; Create a Dystopian Society, p. 321; Public Service Announcement, pp. 337–338; Speech, pp. 338–339; Pictorial Presentation, p. 355; Historical Fiction Story, p. 356; Write a Case Opinion, p. 392</p> <p>Tech-Connect Conduct research—pp. 88, 139, 227, 273, 16, 32, 51, 71, 349, 261, 390</p> <p>The Inquiry Process Conduct Research—p. 102</p> <p>The Writing Process Conduct Research—p. 189</p>

11th Grade Communication

ELA.11.C.5 Creating and Collaborating

Multimedia

Benchmark Clarifications

- Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.C.5.1: Create digital presentations to improve the experience of the audience.	Project-Based Assessments Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Digital Presentation, p. 264; Pictorial Presentation, p. 355

Technology in Communication

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.C.5.2: Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.	Tech-Connect Online search, collaboration, and publication—pp. 15, 16, 31, 32, 41, 51, 70, 71, 88, 104, 123, 139, 175, 209, 227, 233, 261, 263, 265, 273, 278, 280, 314, 331, 334, 348, 349, 355, 363, 380, 382, 390 Final Essay Upload essay to websites or blog—pp. 109, 193, 297, 403 Using Technology in the Classroom TWE pp. 411–412

11th Grade Vocabulary

ELA.11.V.1 Finding Meaning

Academic Vocabulary

Benchmark Clarifications

- Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
- Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	Chapter 13 Strategies for Understanding Nonfiction First Read: Identifying and Understanding Key Words—pp. 271–274 Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350 Chapter Introduction Preview Academic Vocabulary—pp. 8–9, 27, 43, 63, 84, 116, 134, 154–155, 170, 200, 222, 247, 269, 306, 325–326, 342, 359, 372

11th Grade Vocabulary

ELA.11.V.1 Finding Meaning

Morphology

Benchmark Clarifications

- Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
- Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	<p>First Read Preview Vocabulary/Vocabulary (use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374</p> <p>Language Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337</p>

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.11.R.3.1 and Secondary Figurative Language.

11 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 11
ELA.11.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<p>Unit 2 Introduction Goals (how writers use connotation and denotation)—p. 115</p> <p>Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270</p> <p>Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350</p> <p>First Read Preview Vocabulary /Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374</p> <p>Focus Focus on Sensory Language—pp. 16–17 Focus on Exploring Rhetoric: Pathos and Figurative Language—pp. 72–73 Focus on Determining Theme (figurative language)—pp. 255–256 Focus on Identifying and Understanding Key Words in a Nonfiction Text (connotation and denotation)—pp. 273–274 Focus on Comparing Rhetoric: Figurative Language/Figures of Speech—pp. 334–335 Focus on Understanding Unfamiliar Words—pp. 349–350</p> <p>Text-Based Discussion Questions Connotation—TWE p. 142</p> <p>Language Denotation and Connotation, p. 164; Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337</p> <p>Tech-Connect Context clues—p. 349</p>