

PUBLISHER:			
SUBJECT:	4011 – English Language Arts	SPECIFIC GRADE:	Eleventh Grade
COURSE:		TITLE	
COPYRIGHT:			
SE ISBN:		TE ISBN:	
URL for Online Resources:			
Teacher Demo Account Username:		Teacher Demo Account Password:	
Student Demo Account Username:		Student Demo Account Password:	

NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 11

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.	
		3. FORMAT This resource includes an interactive electronic/digital component for students.	
		4. BIAS The instructional resource is free of political bias.	
		5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)	

GENERAL EVALUATION CRITERIA

2021 -2027

Group II – English Language Arts

Grade 11

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:											
College- and Career- Readiness Skills											
Thinking and Problem-Solving Skills <i>English Language Arts Content:</i>											
	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;										
	2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students’ own lives and future situations;										
	3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and										
	4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.										
Information and Communication Skills/English Language Arts											

For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
	6. make informed choices about sources and information; and						
	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						

Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

	8. conduct academically appropriate research, validate sources, and report ethically on findings;						
	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;						
	10. engage in self-directed inquiry;						
	11. work collaboratively; and						
	12. practice time and task management skills in problem-based learning situations.						

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of college- and career- readiness standards, the instructional resources

	13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.						
	14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.						
	15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;						
	16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.						

	17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;						
	18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;						
	19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;						
	20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;						
	21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes: <ul style="list-style-type: none"> • Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. • Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 						
	22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;						
	23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.						
	24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;						
	25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);						
	26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;						
	27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.						

	28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)							
Life Skills								
<i>For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:</i>								
	29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.							
	30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and							
	31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.							
	32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).							
Assessment								
	32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).							
	33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.							
	34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).							
Organization, Presentation and Format								

	35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.						
	36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.						
	37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).						

SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 11

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 11, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for eleventh grade in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Students in eleventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from tenth grade, the following chart highlights the college- and career-readiness indicators that will be developed in eleventh grade:

College and Career Readiness Indicators for Grade 11	
Reading	Writing
<ul style="list-style-type: none"> Analyze how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. 	<ul style="list-style-type: none"> Write argumentative pieces that introduce and develop claims and counterclaims fairly; effectively integrate accurate information from reliable sources

<ul style="list-style-type: none"> Read and comprehend increasingly complex texts including texts that fall in the 1185-1385 Lexile range; examine themes and use textual evidence to support analysis of literary and informational texts. 	<ul style="list-style-type: none"> to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA). Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Speaking/Listening	Language
<ul style="list-style-type: none"> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used; give thoughtful feedback and accept feedback graciously. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Demonstrate knowledge of Standard English conventions when speaking and writing; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
Reading								
	A. Key Ideas and Details							
	1. Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.							
	2. Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.							

	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.						
	4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.						
	5. Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.						
	6. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text.						
	B. Craft and Structure						
	7. Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.						
	8. Analyze how an author's choices concerning how to structure specific parts of a literary text contribute to its overall structure and meaning as well as its aesthetic impact.						
	9. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant.						
	10. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.						
	11. In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.						
	12. Determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.						
	C. Integration of Knowledge and Ideas						
	13. Analyze multiple interpretations of a story, poem, or drama evaluating how each version interprets the source text.						
	14. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.						
	15. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.						

	16. Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles and the premises, purposes, and arguments in works of public advocacy.						
	17. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes, and rhetorical features.						
	D. Range of Reading and Text Complexity						
	18. By the end of the year, read and comprehend <u>literary texts</u> in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
	19. By the end of the year, read and comprehend informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
Writing							
	E. Text Types and Purposes						
	20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented. 						
	21. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other 						

	<p>information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 						
	<p>22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 						
	F. Production and Distribution of Writing						
	<p>23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>						
	<p>24. Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of all Language standards up to and including grade 12, focusing on addressing what is most significant for a specific purpose and audience.</p>						
	<p>25. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>						
	G. Research to Build and Present Knowledge						
	<p>26. Conduct short, as well as more sustained, research projects to answer a question, (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on</p>						

	the subject, demonstrating understanding of the subject under investigation.						
	27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA).						
	28. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.						
	H. Range of Writing						
	29. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences.						
Speaking & Listening							
	I. Comprehension and Collaboration						
	30. Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 						
	31. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.						
	32. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.						
	J. Presentation of Knowledge and Ideas						

	33. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.						
	34. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.						
	35. Adapt speech to a variety of contexts and tasks, demonstrating command of Language standards up to and including grade 11, as well as formal English, when indicated or appropriate.						
Language							
	K. Conventions of Standard English						
	36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references as needed. 						
	37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly, using reference materials as needed. 						
	L. Knowledge of Language						
	38. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> Vary syntax for effect by consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 						
	M. Vocabulary Acquisition and Use						
	39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, etymology, or standard usage. Verify the initial determination of the meaning of a word or phrase. 						
	40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						

	<ul style="list-style-type: none"> • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 						
	<p>41. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>						