

# Grade 11 Access Points

## Communication

### 1 Communicating Through Writing

- 2 Write a complex narrative using appropriate techniques to establish multiple perspectives. [ELA.11.C.1.AP.2](#)
  - 3 Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements. [ELA.11.C.1.AP.3](#)
  - 4 Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. [ELA.11.C.1.AP.4](#)
  - 5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style. [ELA.11.C.1.AP.5](#)
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### 2 Communicating Orally

- 1 Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support. [ELA.11.C.2.AP.1](#)
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### 3 Following Conventions

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. [ELA.11.C.3.AP.1](#)
    - a Practice usage of rules to create flow in writing and/or presenting. [ELA.11.C.3.AP.1.A](#)
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### 4 Researching

- 1a Organize literary research to answer a question, refining the scope of the question to align with interpretations of texts. [ELA.11.C.4.AP.1A](#)
  - 1b Summarize information from primary and secondary sources. [ELA.11.C.4.AP.1B](#)
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### 5 Creating and Collaborating

- 1 Integrate details into a digital presentation to improve the experience of the audience. [ELA.11.C.5.AP.1](#)
  - 2 Create and share quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. [ELA.11.C.5.AP.2](#)
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## Reading

### 1 Reading Prose and Poetry

- 1 Analyze how key elements increase understanding of literary text and/or style. [ELA.11.R.1.AP.1](#)
  - 2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places. [ELA.11.R.1.AP.2](#)
  - 3a Define a character perspective in a text. [ELA.11.R.1.AP.3A](#)
  - 3b Explain the authors choices in using juxtaposition in a text. [ELA.11.R.1.AP.3B](#)
  - 4 Explain the connection between works of major poets and their historical context. [ELA.11.R.1.AP.4](#)
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### 2 Reading Informational Text

- 1 Explain the use of structure(s) and features in texts. [ELA.11.R.2.AP.1](#)
  - 2 Explain the central idea(s) of speeches and essays from the Classical Period. [ELA.11.R.2.AP.2](#)
  - 3 Explain the authors choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. [ELA.11.R.2.AP.3](#)
  - 4a Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author's reasoning. [ELA.11.R.2.AP.4A](#)
  - 4b Compare the authors reasoning and the ways in which the authors use the same information to achieve different arguments. [ELA.11.R.2.AP.4B](#)
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### 3 Reading Across Genres

- 1a Identify the authors use of allegory. [ELA.11.R.3.AP.1A](#)
  - 1b Summarize the authors use of figurative language. [ELA.11.R.3.AP.1B](#)
  - 2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication. [ELA.11.R.3.AP.2](#)
  - 3a Identify how contemporaneous authors address related topics within the context of the time period. [ELA.11.R.3.AP.3A](#)
  - 3b Analyze the authors reasoning within the context of the time period. [ELA.11.R.3.AP.3B](#)
  - 4 Describe an authors use of rhetoric in a text. [ELA.11.R.3.AP.4](#)
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## Vocabulary

### 1 Finding Meaning

- 1 Use grade-level content vocabulary in communication, using the students mode of communication. [ELA.11.V.1.AP.1](#)
- 2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. [ELA.11.V.1.AP.2](#)
- 3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. [ELA.11.V.1.AP.3](#)