

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 11

Narrative Summary of ELA Standards for Grade 11

The Common Core State Standards in grade 11 call for students to be able to understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays and novels (RL/RI.11.10) such that they can produce ample amounts of evidence to support inferences (RL/RI.11.1). Students also perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy, from grasping the subtleties of an author's point of view to perceiving when a text leaves matters ambiguous. They become skilled at determining how multiple themes or ideas combine and intertwine to produce a complex narrative or explanation as well as evaluating the premises, arguments and rhetoric present in seminal texts from American history. Additional [Standards for Reading Literature](#) (RL.11.2–9) and [Standards for Reading Informational Text](#) (RI.11.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students will demonstrate their listening skills by synthesizing the comments and claims of others and exercising outstanding teamwork when functioning in groups. The [Standards in Speaking and Listening](#) detail the ways in which students in grade 11 will distinguish themselves as approaching college and career readiness by being able to respond thoughtfully when encountering diverse perspectives and by skillfully presenting findings both orally and in writing.

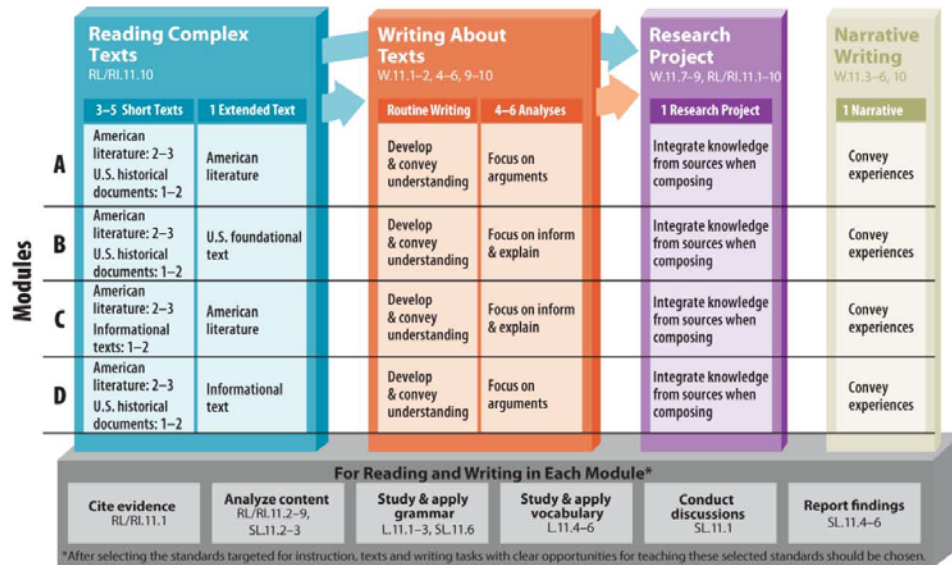
In grade 11, students begin to excel at making oral and written arguments that are logical and well-reasoned, objectively assessing the evidence on all sides of an issue. At this point, the [Writing Standards](#) specify that students should possess the fluency, flexibility and focus to produce high-quality drafts under tight deadlines and be equally proficient at editing and revising their written work (over multiple drafts if needed).

Literacy Standards for Other Disciplines in Grade 11

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 11

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 11 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis on reading American literature and U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well

as through speaking.⁵⁴ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play or longer literary nonfiction), depending on the focus of the module (e.g., an American novel, play or U.S. foundational text). Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.⁵⁵

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.11.1 and W.11.9), as well as on crafting works that display a high degree of logical integration and coherence (W.11.4, W.11.5 and L.11.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas

⁵⁴ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

⁵⁵ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

they have gleaned from what they have read. Over the course of the year, analytic writing should include *at least* one comparative analysis and one paper incorporating research that focuses on texts that students have read closely.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This task may entail gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the strengths and limitations of each source in terms of the task, integrate the information gathered in a manner that maintains the flow of ideas and avoid overreliance on any one source. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)⁵⁶

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards:

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 11, students should cite strong and thorough textual evidence that supports their analysis when both explicitly explaining the text and making inferences based upon it, including where the text leaves matters uncertain (RL/RI.11.1).

Analyze content: The content of each text should determine which standards (RL/RI.11.2–9 and SL.11.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.11.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words

⁵⁶ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

per week for each text (L.11.4–6).⁵⁷ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others’ ideas and expressing their own clearly with evidence, guided by democratic rules. Students should 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; respond thoughtfully to diverse perspectives; and synthesize comments and resolve contradictions when possible (SL.11.1).

Report findings: Students should orally present claims and supporting evidence conveying a clear and distinct perspective while ensuring that alternative or opposing perspectives are addressed and that the development, substance and style are appropriate to purpose, audience and task (SL.11.4–6).

Writing Standards Progression from Grades 9–10 to Grades 11–12

In grades 11–12, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.11–12.1–3).

Specific changes in the Writing Standards from grades 9–10 to grades 11–12 are highlighted in the chart below:

Grades 9–10, Standard 1 (W.9–10.1)	Grades 11–12, Standard 1 (W.11–12.1)
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly <u>and thoroughly</u>, supplying <u>the most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, <u>values</u>, and <u>possible biases</u>.

⁵⁷ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

<p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>c. Use words, phrases, and clauses <u>as well as varied syntax</u> 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
Grades 9–10, Standard 2 (W.9–10.2)	Grades 11–12, Standard 2 (W.11–12.2)
<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the</p>	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic <u>thoroughly by selecting the most significant and</u> relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions <u>and syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which</p>

information or explanation presented (e.g., articulating implications or the significance of the topic).	they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grades 9–10, Standard 3 (W.9–10.3)	Grades 11–12, Standard 3 (W.11–12.3)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation <u>and its significance</u> , establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <u>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</u> . d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grades 9–10, Standard 4 (W.9–10.4)	Grades 11–12, Standard 4 (W.11–12.4)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grades 9–10, Standard 5 (W.9–10.5)	Grades 11–12, Standard 5 (W.11–12.5)
Develop and strengthen writing as needed by	Develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grades 11–12</u> on page 54.)
Grades 9–10, Standard 6 (W.9–10.6)	Grades 11–12, Standard 6 (W.11–12.6)
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <u>in response to ongoing feedback, including new arguments or information.</u>
Grades 9–10, Standard 7 (W.9–10.7)	Grades 11–12, Standard 7 (W.11–12.7)
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 the subject, demonstrating understanding of the subject under investigation.	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 the subject, demonstrating understanding of the subject under investigation.
Grades 9–10, Standard 8 (W.9–10.8)	Grades 11–12, Standard 8 (W.11–12.8)
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the <u>strengths and limitations</u> of each source <u>in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation.
Grades 9–10, Standard 9 (W.9–10.9)	Grades 11–12, Standard 9 (W.11–12.9)
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grades 11–12 Reading standards</u> to literature (e.g., " <u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</u> ").

b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	b. Apply <u>grades 11–12 Reading standards</u> to literary nonfiction (e.g., "Delineate and evaluate the <u>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents]</u> and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").
Grades 9–10, Standard 10 (W.9–10.10)	Grades 11–12, Standard 10 (W.11–12.10)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grades 9–10 to Grades 11–12

In grade 11, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. Specific changes in the Speaking and Listening Standards from grades 9–10 to grades 11–12 are highlighted in the chart below:

Grades 9–10, Standard 1 (SL.9–10.1)	Grades 11–12, Standard 1 (SL.11–12.1)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grades 11–12 topics, texts, and issues</u> , building on others' ideas and expressing their own clearly and persuasively.
<ul style="list-style-type: none"> a. 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear 	<ul style="list-style-type: none"> a. 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. b. Work with peers to <u>promote civil, democratic</u> discussions and decision-making, set clear goals and deadlines, <u>and</u>

<p>goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>establish</u> individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that <u>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</u>; clarify, verify, or challenge ideas and conclusions; <u>and promote divergent and creative perspectives</u>.</p> <p>d. Respond thoughtfully to diverse perspectives; <u>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</u>.</p>
Grades 9–10, Standard 2 (SL.9–10.2)	Grades 11–12, Standard 2 (SL.11–12.2)
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems</u> , evaluating the credibility and accuracy of each source <u>and noting any discrepancies among the data</u> .
Grades 9–10, Standard 3 (SL.9–10.3)	Grades 11–12, Standard 3 (SL.11–12.3)
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <u>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</u> .
Grades 9–10, Standard 4 (SL.9–10.4)	Grades 11–12, Standard 4 (SL.11–12.4)
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, <u>conveying a clear and distinct perspective</u> , such that listeners can follow the line of reasoning, <u>alternative or opposing perspectives are addressed</u> , and the organization, development, substance, and style are appropriate to purpose, audience, and <u>a range of formal and informal</u> tasks.
Grades 9–10, Standard 5 (SL.9–10.5)	Grades 11–12, Standard 5 (SL.11–12.5)
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of

findings, reasoning, and evidence and to add interest.	findings, reasoning, and evidence and to add interest.
Grades 9–10, Standard 6 (SL.9–10.6)	Grades 11–12, Standard 6 (SL.11–12.6)
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)