BENCHMARK REPORT ENGLISH LANGUAGE ARTS GRADES 11-12



	DOMAIN: Reading Standards for Literature		
	Key Ideas and Details	Rating	Completed
RL1	Cite strong and thorough textual evidence to analyze what the text says explicitly as well as inferences drawn from the text.		
RL2	Determine two or more themes or central ideas of a text and analyze its development over the course of the text.		
RL3	Provide an objective summary of the text.		
RL4	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	Craft and Structure	Rating	Completed
RL5	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.		
RL6	Analyze how an author's choices contribute to a texts overall structure, meaning, and aesthetic impact.		
RL7	Analyze a case in which a specific point of view requires distinguishing what is stated from what is really meant (e.g., satire, sarcasm, irony, or understatement)		
	Integration of Knowledge and Ideas		Completed
RL8	Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.		
RL9	Evaluate literary works and poetry using appropriate terminology.		
RL10	Demonstrate knowledge of foundational works of literature, including how two or more texts or authors from the same or different periods or cultures treat similar themes or topics.		
Range of Reading and Level Text Complexity		Rating	Completed
RL11	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high and low end. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, independently and proficiently.		
	DOMAIN: Reading Standards for Non-Fiction or Academic Cont	ent Text	·
	Key Ideas and Details	Rating	Completed
RIT1	Cite strong and thorough textual evidence to support analysis of the text says explicitly, as well as inferences drawn from the text. Demonstrate proficiency		

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RIT10By the end of Grade 12, read and comprehend literary nonfiction at the high end independently and proficiently.Set independently and proficiently.DOMAIN: Writing StandardsText Types and PurposesRatingCompletedW1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidenceIntroduce precise knowledgable 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.Image: Completed of the audience's knowledge level and concerns.W1bDevelop 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.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships.Use words is the audience of standard written English.W1dEstablish and maintain a formal style and objective tone while including the norms and conventions of standard written English.Image: Completent of the standard written English.				
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	Write informative/explanatory texts that examines and conveys complex		
	ideas, concepts, and information clearly and accurately through effective		
W2	selection, organization, and analysis.		
	Introduce a topic; organize complex ideas, concepts, and information to make		
W2a	connections and distinctions; include formatting, graphics, and multimedia		
	when useful to aiding comprehension.		
	Develop the topic with relevant and sufficient evidence appropriate to the		
W2b	audience's knowledge of the topic.		
	Use appropriate and varied transitions to link the major sections of the text,		
W2c	create cohesion, and clarify the relationships among complex ideas and		
	concepts.		
W2d	Use precise language and content-specific vocabulary to communicate the		
	complexity of the topic.		
	Establish and maintain a formal style and objective tone while including the		
W2e	norms and conventions of standard written English.		
	Provide a concluding statement that supports the information or explanation		
W2f	presented.		
	Write descriptive passages, fictional or non-fictional, using effective details		
W3	and figurative language to allow the reader to experience and understand the		
	author's intention.		
W3a	Open description with an engaging hook.		
W3b	Develop a description with appropriate and specific details to enhance the		
	author's purpose.		
W3c	Use logical transitions between aspects of description.		
	Use words, phrases, and clauses to link the major sections of the text, create		
W3d	cohesion, and clarify relationships.		
W3e	Use sensory details to enhance the reader's experience.		
W3f	End description purposefully and effectively, reflecting as appropriate.		
	Write an essay to identify and analyze similarities and differences (e.g.		
W4	character traits, plots, novels, etc.).		
W4a	Introduce the topic by identifying the items to be discussed.		
W4b	Use textual evidence to support the comparison.		
	Use words, phrases and clauses to link the major sections of the text to create		
W4c	cohesion, keep the relationship among the ideas clear and link the similarities		
-	and differences. The text should move fluently and coherently between ideas.		
	Provide a concluding statement that supports the comparison and contrast		
W4d	presented.		
W4b	Use textual evidence to support the comparison.		
Strand: Production and Distribution of Writing		Rating	Completed
	Produce clear and coherent writing in which the development, organization,	J	
W5	and style are appropriate to the task, purpose, and audience.		
	Develop and strengthen writing as needed by planning, revising, editing,		
W6	rewriting, or trying a new approach, focusing on addressing what is most		
	significant for a specific purpose and audience.		

W7	Use technology to produce, publish, and update individual or shared writing products, in response to ongoing feedback, including new arguments.		
	Strand: Research to Build and Present Knowledge	Rating	Completed
W8	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.		
W9	Gather relevant information from multiple authoritative sources, assess the usefulness of each source, and integrate the information, avoiding plagiarism and following standard MLA format.		
W10	Draw evidence from texts to support analysis, reflection, and research.		
	Strand: Ranges of Writing	Rating	Completed
W11	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.		
	DOMAIN: Speaking and Listening Standards		
	Strand: Comprehension and Collaboration	Rating	Completed
SL1	Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.		
SL1a	Come to discussions prepared and use evidence from the text(s) to stimulate a thoughtful, well-reasoned exchange of ideas.		
SL1c	Practice active, careful, and reflective listening and be able to recall information accurately and concisely.		
SL1d	Work with peers to promote civil, democratic discussions and decision- making; set goals and deadlines; establish roles as needed.		
SL1e	Pose questions and develop responses that relate the current discussion; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.		
SL1f	Respond thoughtfully to diverse perspectives, synthesize comments; resolve contradictions; determine what additional information or research is required to complete the task.		
SL2	Integrate multiple sources of information presented in diverse media or formats and evaluate the credibility and accuracy of each source.		
SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. The organization, development, content, and style should be appropriate to the audience and task.		
SL4a	Recognize the importance of body language and emotional cues in communication.		
SL4b	Possess the requisite vocabulary to communicate ideas.		
SL4c	Speak in a tone of voice appropriate to the occasion and audience.		
SL5	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.		

SL6	Adapt speech to a variety of contexts and tasks.		
	DOMAIN: Language Standards		
	Strand: Key Ideas and Details (KID)	Rating	Completed
L1	Demonstrate command of the conventions of standard English grammar, usage, mechanics, and spelling (GUMS) in writing.		
L1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.		
L1b	Resolve issues of complex or contested usage by consulting references.		
L2	Understand and apply knowledge of language to make effective word choices in reading, writing, or listening.		
L2a	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts.		
L2b	Determine the meaning of unknown and multiple-meaning words and phrases.		
L2c	Use context to determine the meaning of a word or phrase.		
L2d	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).		
L3	Consult general and specialized reference materials to find the pronunciation of a word or determine its precise meaning, part of speech, or etymology.		
L4	Understand the function of homonyms, roots, suffixes, and prefixes in Standard English.		
L5	Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.		
L5a	Interpret figures of speech in context and analyze their role in the text.		
L5b	Analyze nuances in the meaning of words with similar denotations.		
L6	Acquire and use academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge.		