

BENCHMARK REPORT
ENGLISH LANGUAGE ARTS
GRADES 11-12



DOMAIN: Reading Standards for Literature			
<i>Key Ideas and Details</i>		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.		
<i>Craft and Structure</i>		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 text's 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)		
<i>Integration of Knowledge and Ideas</i>		Rating	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.		
<i>Range of Reading and Level Text Complexity</i>		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 Content Text			
<i>Key Ideas and Details</i>		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 with research from a variety of sources using MLA.		

RIT2	Determine two or more central ideas of a 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.		
RIT3	Provide an objective summary of the text.		
RIT4	Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text and between multiple texts.		
<i>Craft and Structure</i>		Rating	Completed
RIT5	Determine the meaning of words and phrases used in a text, including figurative, connotative, and technical meanings; analyze how authors use and refine the meaning of key terms or terms over the course of the text and between multiple texts.		
RIT6	Evaluate the effectiveness of an author's structure in exposition or argument, including whether the structure makes points clear, convincing, and engaging.		
RIT7	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contributes to the power, persuasiveness, or beauty of the text.		
<i>Integration of Knowledge and Ideas</i>		Rating	Completed
RIT8	Analyze, integrate, evaluate, and synthesize multiple sources of information presented in different media in order to address a question or solve a problem.		
RIT9	Analyze and evaluate foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.		
<i>Range of Reading and Level Text Complexity</i>		Rating	Completed
RIT10	By the end of Grade 11, read and comprehend literary nonfiction in the grades with scaffolding as needed at the high and low end. By the end of Grade 12, read and comprehend literary nonfiction at the high end independently and proficiently.		
DOMAIN: Writing Standards			
<i>Text Types and Purposes</i>		Rating	Completed
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence		
W1a	Introduce 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.		
W1b	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.		
W1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships.		
W1d	Establish and maintain a formal style and objective tone while including the norms and conventions of standard written English.		
W1e	Provide a concluding statement that supports the argument presented.		

W2	Write informative/explanatory texts that examines and conveys complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis.		
W2a	Introduce a topic; organize complex ideas, concepts, and information to make connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.		
W2b	Develop the topic with relevant and sufficient evidence appropriate to the audience's knowledge of the topic.		
W2c	Use appropriate and varied transitions to link the major sections of the text, 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.		
W2e	Establish and maintain a formal style and objective tone while including the norms and conventions of standard written English.		
W2f	Provide a concluding statement that supports the information or explanation presented.		
W3	Write descriptive passages, fictional or non-fictional, using effective details 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.		
W3d	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships.		
W3e	Use sensory details to enhance the reader's experience.		
W3f	End description purposefully and effectively, reflecting as appropriate.		
W4	Write an essay to identify and analyze similarities and differences (e.g. character traits, plots, novels, etc.).		
W4a	Introduce the topic by identifying the items to be discussed.		
W4b	Use textual evidence to support the comparison.		
W4c	Use words, phrases and clauses to link the major sections of the text to create cohesion, keep the relationship among the ideas clear and link the similarities and differences. The text should move fluently and coherently between ideas.		
W4d	Provide a concluding statement that supports the comparison and contrast presented.		
W4b	Use textual evidence to support the comparison.		
Strand: Production and Distribution of Writing		Rating	Completed
W5	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
W6	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.		

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.		