



Language Arts Benchmarks Grade 11

Grade Eleven– Performance Expectations

Dear Parents,

This document was produced in an effort to give you a preview of the skills and concepts introduced at this grade level. Teachers seek an active partnership with parents. Please make opportunities to reinforce the skills developed in grade eleven in your home. Each teacher combines individual creativity with a school philosophy of education to teach students. Different strategies will be used to approach the instruction of these skills and concepts. These benchmarks represent the skills and strategies eleventh graders must know and be able to do independently by the end of the year. We invite you to meet with your child's teacher so that you will understand how you can reinforce what is taught in your child's classroom.

Reading & Responding:

In the area of reading, your eleventh grade student will be able to:

- q Apply vocabulary strategies to read and comprehend complex text and use in various formats of American literature.
- q Trace the etymology of significant words in American literature.
- q Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences in American literature.
- q Analyze the meaning and relationship between pairs of words encountered in statements of analogy. (e.g., synonyms/antonyms, connotation/denotation)
- q Read prose, poems, soliloquies or dramatic dialogues aloud with fluency, with attention to performance details to achieve clarity to create an aesthetic effect.
- q Read American literature appropriate for reading level to read for a variety of purposes. (e.g., literary experience, to gain information, to perform a task, for enjoyment)
- q Read independently in class for the SAT.
- q Elaborate on the central idea, author's message, purpose, and organization of a text.
- q Formulate thoughts, opinions, and/or questions while reading text to identify inconsistencies and ambiguities in American literature.
- q Justify and/or dispute the effectiveness the theme, tone, symbolism, point of view, manipulative language, elements of bias, and other diverse elements in text.
- q Use prior knowledge and experience to examine and analyze, and evaluate American literature.

- q Illustrate ways the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
- q Distinguish ways that clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text.
- q Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- q Examine assertions about significant patterns, themes, and perspectives by using elements of text to defend and clarify interpretations.
- q Use a variety of questions to enhance learning and understanding of American literature.
- q Independently evaluate and select the most effective strategies to monitor and adjust American literature.
- q Predictions outcomes and examine the validity with increased accuracy in American literature.
- q Distinguish the ways literary and aesthetic features of text, author's style, textual features, irony, tone, mood, style, and "sound" of language are used for rhetorical purposes in American literature.
- q Consider, explore and defend multiple interpretations of texts read during American literature.
- q Apply strategies to comprehend, interpret and evaluate texts from several sources dealing with a single issue producing evidence of comprehension by clarifying ideas and connecting them to other sources, related topics, or prior knowledge.



Producing Texts (e.g., Writing):

In the area of writing, your eleventh grade student will be able to:

- q Compose first drafts and final products over an extended period of time.
- q Compose texts independently in a wide range of forms. (e.g., reflective essay, narrative essay, expository essay, persuasive essay, letter writing, response to literature, essays)
- q Use the writing process.
- q Examine the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, and descriptive writing assignments.
- q Apply ideas or arguments in a persuasive and sophisticated way and describe them with precise and relevant examples.

- q Incorporate point of view, characterization, style (e.g., irony) and related elements for specific rhetorical and aesthetic purposes.
- q Develop meaning across paragraphs and sentences using parallelism, repetition, analogy, and visual aids (e.g., graphs tables, pictures)
- q Articulate language in a natural, fresh, and vivid way to create a specific tone.
- q Narrate a sequence of events incorporating scenes and incidents in specific places and communicate their significance to the audience.
- q Illustrate with concrete sensory details and language that describe the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters.
- q Employ interior monologue to depict the characters' feelings.
- q Produce functional documents (e.g., letters to the editor) appropriate to audience and purpose based on the context of the document.
- q Use a form and establish a persona that is consistent with the document's purpose.
- q Write expository texts (e.g., reviews, literary criticism) that develop a controlling idea, thesis, or clear position.
- q Use a range of appropriate strategies, including facts, details, examples, and evidence, comparing and/or contrasting key elements or issue, explaining benefits or limitations.
- q Develop a clear organizational structure, using appropriate transitional devices.
- q Write a persuasive essay that develops a controlling idea, thesis, or clear position.
- q Use a range of appropriate strategies, facts, details, examples, and evidence.
- q Compare and/or contrast key elements or issues.
- q Explain benefits or limitations.
- q Develop a clear organizational structure, using appropriate transitional devices.
- q Deliver multimedia presentations with combined text, images, and sound, and draw information from many sources.
- q Select an appropriate medium for each element of the presentation.
- q Use the selected media skillfully, editing appropriately and monitoring for quality.
- q Create passages that demonstrate a comprehensive understanding of the significant idea in literature.
- q Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- q Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- q Demonstrate an understanding of the author's use of stylistic devices

- q Create reflective essays that analyze a condition or situation of significance using personal experience or observation in preparation for the college essay.
- q Design presentation by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)
- q Apply systematic strategies to organize and record information. (e.g., anecdotal scripting, annotated bibliographies)
- q Assess electronic information and research information for specific purposes.
- q Give credit for quoted, summarized, and paraphrased information in a works consulted page using Trimmer guide to MLA.
- q Recognize plagiarism, intentional and unintentional, and its consequences.
- q Analyze writing with emphasis on individual voice, style, and sentence variety, and tone that is consistent with purpose, audience, and genre using a rubric.
- q Set up writing for publication using an authorized format and design with electronic resources to enhance final product.
- q Reflect yearly on text in portfolio identifying strengths and writing goals.



Applying Standard English:

In the area of oral and written communication, your eleventh grade student will be able to:

- q Practice conventions of Standard English grammar.
- q Practice making appropriate language choices in writing and speaking in response to demands created by a variety of contexts. (e.g., academic, career, everyday settings)
- q Practice using parallel structures (e.g., words, phrases, and clauses) in speech and writing to create rhythm, emphasis, balance, impact, crispness, and/or conciseness in language.
- q Practice using all conventions of Standard English mechanics to communicate clearly.
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- q Practice using resources and strategies for spelling.
- q Enhance the meaning of written and/or oral presentations based on the audience, purpose, and tone through the appropriate word choice.

- q Trace the etymology of significant words in American literature. (e.g., political and historical words)
- q Examine the diction needed to convey the meaning according to the audience, purpose, and tone of writing and/or oral presentation. (e.g., idiomatic, elevated diction; formal language, Standard English, colloquial language, slang, vernacular, dialect)
- q Ask relevant questions concerning a speaker's content, delivery, and purpose, and respond to questions with appropriate elaboration.
- q Summarize/paraphrase a speaker's purpose and/or point of view.
- q Evaluate the clarity, effectiveness, and overall coherence of the speaker's arguments, organization, and delivery.
- q Critique and evaluate oral messages and speeches based on established rubrics.
- q Speak and respond clearly to a variety of audiences in a variety of formal and informal settings.
- q Select and use verbal and non-verbal techniques to enhance communication.
- q Analyze and present a dramatic selection and/or reading.
- q Incorporate props, visual aids, and technology to enhance presentations.
- q Support, modify, or refute a position using effective rhetorical and oral delivery strategies.
- q Speak in a variety of situations choosing an organizational pattern appropriate to convey a message or theme.
- q Generate and use criteria to evaluate their own participation in presentations and discussions.



Exploring & Responding to Literature:

In the area of literature, your eleventh grade student will be able to:

- q Discuss how an author of American literature uses literary conventions and devices in text.
- q Analyze characteristics of sub-genres such as satire, allegory, and parody that are used in poetry, drama, novel, or short story.
- q Identify the characteristics of different forms of poetry (e.g., monologue, comedy, farce, tragedy) and how they shape the meaning of the selection.
- q Examine how the selection of genre shapes the theme or topic (short story, novel, drama, essay, biography, autobiography, journalistic writing, and film)

- q Distinguish ways irony, tone, mood, style, and “sound” of language achieve specific rhetorical and/or aesthetic purposes.
- q Examine ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- q Analyze interactions among main and subordinate characters in works of narrative and dramatic literature. (e.g., internal/external conflicts, motivations, relationships)
- q Explain the effect of voice, persona, and narrator in significant works of fiction and nonfiction.
- q Analyze how point of view relates to text, including first person or personal, third person or omniscient, stream of consciousness.
- q Analyze the function of literary elements and poetic devices.
- q Evaluate the characteristics of various types of factual literature.
- q Identify and understand author’s use of stereotype, satire, and characterization.
- q Recognize the influence and achievement of major authors.
- q **Identify and analyze an author’s implicit and explicit philosophical assumptions and beliefs.**
- q Discuss and responds to the universal experience found in multicultural literature while studying American literature.
- q Analyze recognized works of American literature representing a variety of genres and traditions.
- q Relate recognized works and authors of American literature to major themes and issue of their eras.
- q Contrast the major themes, styles, and trends and differentiate the ways the works by members of different cultures relate to one another in each period.
- q Examine the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- q Evaluate the content, structure, and style of similar literary works from two different historical periods.
- q Examine the appeal of various literary works and determine literary value based upon individual preferences and established standards with American literature.
- q Analyze American literary works using a variety of critical approaches.
- q Analyze the aesthetic qualities of works of poetry, drama, fiction, prose, or film explaining how these qualities work together to illuminate the central themes.
- q Examine the power, validity, and logic of arguments.
- q Read classic literature and be aware of the ways it has shaped/reflected American culture.
- q Compose reasons that the texts are classics and continue to extend their view of good literature with a variety of fiction and nonfiction texts.

- q Read, view, and listen to contemporary texts to create responses that identify the works principal elements during American literature.
- q Critically analyze various influences on authors and the impact of those influences on the text.
- q Read and respond to classic, modern, and contemporary literature to identify political and social ideas found therein.
- q Read, listen to and view literary texts to interpret the universal human experience in American literature.