

North Dakota English Language Arts Content and Achievement Standards

Grade 11

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North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 11				
RESEARCH PLANNING				
11.1.1. Research topics independently using appropriate sources	Students research complex topics independently using an extensive variety of appropriate sources.	Students research topics independently using a variety of appropriate sources.	Students research topics with some teacher assistance or with only some appropriate sources.	Students research topics with teacher assistance and with very few appropriate sources.
ACCESSING INFORMATION				
11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys	Students effectively and consistently evaluate and incorporate information from primary sources.	Students consistently evaluate and incorporate information from primary sources.	Students sometimes evaluate and incorporate information from primary sources.	Students rarely evaluate and incorporate information from primary sources.
EVALUATING RESEARCH INFORMATION				
11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise	Students evaluate information based on many significant aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise.	Students evaluate information based on the most significant aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise.	Students evaluate information based on some of the significant aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise.	Students evaluate information based on very few aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise.
11.1.4. Verify the quality, accuracy, and usefulness of information	Students always verify the quality, accuracy, and usefulness of information.	Students consistently verify the quality, accuracy, and usefulness of information.	Students sometimes verify the quality, accuracy, and usefulness of information.	Students rarely verify the quality, accuracy, and usefulness of information.
ORGANIZING RESEARCH INFORMATION				
11.1.5. Synthesize information in a logical sequence	Students synthesize all information in a logical sequence.	Students synthesize all significant information in a logical sequence.	Students synthesize some significant information in a logical sequence.	Students synthesize information in an illogical sequence.

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<p>11.1.6. Use quotations effectively</p> <p>PRESENTATION</p> <p><i>No benchmark expectations at this level</i></p> <p>EVALUATING RESEARCH PROCESS</p>	<p>Students use all quotations effectively.</p>	<p>Students use most quotations effectively.</p>	<p>Students use some quotations effectively.</p>	<p>Students use very few quotations effectively.</p>
<p>11.1.7. Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources</p>	<p>Students insightfully evaluate the research process and develop appropriate strategies for improving it.</p>	<p>Students effectively evaluate the research process and develop appropriate strategies for improving it.</p>	<p>Students either superficially evaluate or develop appropriate strategies for improving it.</p>	<p>Students have difficulty both evaluating the research process and developing appropriate strategies for improving it.</p>

Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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Grade 11				
LITERARY GENRES				
11.2.1. Identify characteristics of literary forms and genres; i.e., parody	Students identify characteristics of an extensive variety of literary forms and genres, including parody with few if any errors.	Students identify characteristics of a variety of literary forms and genres, including parody with no significant errors.	Students identify characteristics of a variety of literary forms and genres, including parody with a few significant or many minor errors.	Students identify characteristics of a variety of literary forms and genres, including parody with many significant errors.
11.2.2. Analyze religious writing, biographies, and political writings	Students insightfully analyze religious writing, biographies, and political writings.	Students reasonably analyze religious writing, biographies, and political writings.	Students superficially analyze religious writing, biographies, and political writings.	Students have difficulty analyzing religious writing, biographies, and political writing.
INFORMATIONAL GENRES				
11.2.3. Analyze details, facts, and concepts from nonfiction genres	Students insightfully analyze the significant and some subtle details, facts, and concepts from nonfiction genres.	Students reasonably analyze the significant details, facts, and concepts from nonfiction genres.	Students either superficially analyze the significant details, facts, and concepts from nonfiction genres or analyze only some details, facts, and concepts.	Students have difficulty analyzing details, facts, and concepts from nonfiction genres or analyze very few details, facts, and concepts.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
11.2.4. Identify techniques used in persuasive writing including inductive reasoning and propaganda	Students identify techniques used in persuasive writing with few if any minor errors.	Students identify techniques used in persuasive writing with no significant errors.	Students identify techniques used in persuasive writing with a few significant or many minor errors.	Students identify techniques used in persuasive writing with many significant errors.
11.2.5. Locate ambiguities in written text	Students locate the significant and some subtle ambiguities in written texts.	Students locate most of the significant ambiguities in written texts.	Students locate some of the significant ambiguities in written texts.	Students locate very few ambiguities in written texts.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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<p>11.2.6. Apply prior knowledge of content to interpret meaning of text</p> <p>PURPOSES FOR READING</p>	Students insightfully apply prior knowledge when interpreting meaning of text.	Students effectively apply prior knowledge when interpreting meaning of text.	Students superficially apply prior knowledge when interpreting meaning of text.	Students have difficulty applying prior knowledge when interpreting meaning of text.
<p>11.2.7. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.</p> <p>LITERARY ELEMENTS AND TECHNIQUES</p>	Students read texts for an extensive variety of purposes and intents.	Students read texts for a variety of purposes and intents.	Students read texts for some diverse purposes and intents.	Students read texts for very few purposes and intents.
<p>11.2.8. Analyze author's use of poetic license and dialogue</p>	Students insightfully analyze author's use of poetic license and dialogue.	Students provide a substantive analysis of author's use of poetic license and dialogue.	Students superficially analyze author's use of poetic license and dialogue.	Students have difficulty analyzing author's use of poetic license and dialogue.
<p>11.2.9. Evaluate literature based on social, cultural, and/or historical contexts</p> <p>VOCABULARY</p>	Students insightfully evaluate literature based on social, cultural, and/or historical contexts.	Students provide a substantive evaluation of literature based on social, cultural, and/or historical contexts.	Students superficially evaluate literature based on social, cultural, and/or historical contexts.	Students have difficulty evaluating literature based on social, cultural, and/or historical contexts.
<p>11.2.10. Use etymology to define words</p>	Students use etymology to define words with accuracy.	Students use etymology to define words with no significant error.	Students use etymology to define words with a few significant or many minor errors.	Students use etymology to define words with many significant errors.

Standard 3: Students engage in the writing process

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Grade 11				
INFORMATIVE WRITING <i>No benchmark expectations at this level</i>				
LITERARY/NARRATIVE WRITING <i>No benchmark expectations at this level</i>				
PERSUASIVE WRITING 11.3.1. Gather information supporting multiple sides of an issue	Students gather information that supports multiple sides of an issue appropriately with considerable detail.	Students gather information that supports multiple sides of an issue appropriately.	Students gather information that appropriately supports some sides of an issue.	Students gather information that supports very few sides of an issue.
PREWRITING 11.3.2. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition ineffectively or in a way that does not serve the purpose.	Students organize the ideas and details of a composition ineffectively and in a way that does not serve the purpose.
DRAFTING 11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary with few if any errors.	Students incorporate grade-level appropriate vocabulary with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
11.3.4. Organize and write compositions for town, city, and state	Students organize and write compositions appropriately for town, city, state, and other audiences.	Students organize and write compositions appropriately for town, city, and state.	Students' compositions are either ineffectively organized or poorly written for town, city, and state.	Students' compositions are both ineffectively organized and poorly written for town, city, and state.

Standard 3: Students engage in the writing process

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<p>11.3.5. Use a variety of supporting details</p> <p>LITERARY ELEMENTS AND TECHNIQUES</p>	Students use an extensive variety of supporting details.	Students use a variety of supporting details.	Students use some supporting details.	Students use very few supporting details.
<p>11.3.6. Use figurative language in writing</p> <p>REVISING AND EDITING</p>	Students use figurative language in writing creatively and with accuracy.	Students use figurative language in writing with no significant errors.	Students use figurative language in writing with a few significant or many minor errors.	Students use figurative language in writing with many significant errors.
<p>11.3.7. Edit and revise compositions for standard writing conventions and transitional devices</p> <p>PUBLISHING</p>	Students edit and revise compositions for the proper use of transitional devices with few if any errors.	Students edit and revise compositions for the proper use of transitional devices with no significant errors.	Students edit and revise compositions for the proper use of transitional devices with a few significant or many minor errors.	Students edit and revise compositions for the proper use of transitional devices with many significant errors.
<p>11.3.8. Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning</p>	Students use appropriate visual aids to enhance meaning and effectively and creatively incorporate them into written work.	Students use appropriate visual aids to enhance meaning and effectively incorporate them into written work.	Students use inappropriate visual aids or ineffectively incorporate them into written work.	Students use inappropriate visual aids and ineffectively incorporate them into written work.

Standard 4: Students engage in the speaking and listening process

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PLANNING FOR AN AUDIENCE/PURPOSE				
11.4.1. Analyze the audience and adjust message and wording to suit the purpose	Students identify a specific audience and tailor messages appropriately and insightfully to fit the purpose.	Students identify a specific audience and tailor messages appropriately to fit the purpose.	Students identify a general audience and tailor messages to fit the purpose.	Students have difficulty identifying an audience and tailoring a message to fit the purpose.
VERBAL AND NONVERBAL COMMUNICATION				
<i>No benchmark expectations at this level</i>				
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions	Students adapt strategies appropriately to an extensive variety of speaking and listening situations.	Students adapt strategies appropriately to a variety of speaking and listening situations with competent performance.	Students adapt strategies appropriately to some diverse speaking and listening situations.	Students adapt strategies to very few speaking and listening situations.

Standard 5: Students understand media

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Grade 11				
MEDIA GENRES				
11.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
USING MEDIA FOR A PURPOSE				
11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	Students creatively and appropriately apply media for an extensive variety of purposes.	Students apply media for a variety of purposes.	Students apply media for some purposes.	Students apply media for very few purposes.
INTERPRETING MEDIA				
11.5.3. Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation	Students provide an insightful evaluation of how coverage of the same events differs depending on media type.	Students provide a substantive evaluation of how coverage of the same events differs depending on media type.	Students provide a superficial evaluation of how the coverage of the same events differs depending on media type.	Students have difficulty evaluating how coverage of the same events differs depending on media type.
11.5.4. Evaluate the accuracy of details in media messages	Students consistently and insightfully evaluate the accuracy of details in media messages.	Students consistently evaluate the accuracy of details in media messages.	Students sometimes evaluate the accuracy of details in media messages.	Students rarely evaluate the accuracy of details in media messages.
11.5.5. Evaluate the impact of media messages on daily life and politics	Students provide an insightful evaluation of the impact of media messages on daily life and politics.	Students provide a substantive evaluation of the impact of media messages on daily life and politics.	Students provide a superficial evaluation of the impact of media messages on daily life and politics.	Students have difficulty evaluating the impact of media messages on daily life and politics.

Standard 6: Students understand and use principles of language

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Grade 11				
LANGUAGE CONVENTIONS/MECHANICS				
11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise	Students use conventions of grammar, usage, and punctuation to edit and revise with few if any minor errors.	Students use conventions of grammar, usage, and punctuation to edit and revise with no significant errors.	Students use conventions of grammar, usage, and punctuation to edit and revise with a few significant or many minor errors.	Students use conventions of grammar, usage, and punctuation to edit and revise with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
11.6.2. Apply the use of sound patterns in language; i.e., alliteration, assonance, and consonance	Students apply sound patterns in language with no errors.	Students apply sound patterns in language with no significant errors.	Students apply sound patterns in language with a few significant or many minor errors.	Students apply sound patterns in language with many significant errors.
11.6.3. Identify the use of language in different literary forms; i.e., satire and parody	Students identify the use of language in different literary forms with no errors.	Students identify the use of language in different literary forms with no significant errors.	Students identify the use of language in different literary forms with a few significant or many minor errors.	Students identify the use of language in different literary forms with many significant errors.
LANGUAGE CONTEXT				
11.6.4. Identify emotionally charged language	Students identify emotionally charged language with no errors.	Students identify emotionally charged language with no significant errors.	Students identify emotionally charged language with a few significant errors.	Students identify emotionally charged language with many significant errors.