

The North Dakota Standards and Benchmarks

Content Standards – DRAFT

English Language Arts Grade 12 – Content Only

January 2004

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 E Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 1: Students engage in the research process

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

Grade 12

RESEARCH PLANNING

- 12.1.1. Plan a research strategy
- 12.1.2. Determine purpose; e.g., inform, persuade
- 12.1.3. Develop a research question

ACCESSING INFORMATION

See previous grade-level benchmarks and apply

ORGANIZING RESEARCH INFORMATION

- 12.1.4. Defend research paper or project

EVALUATING RESEARCH INFORMATION

See previous grade-level expectations

PRESENTATION

See previous grade-level expectations

EVALUATING RESEARCH PROCESS

- 12.1.5. Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources

Standard 2: Students engage in the reading process

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

Grade 12

LITERARY GENRES

12.2.1. Identify satire and allegory

INFORMATIONAL GENRES

12.2.2. Critique details, facts, and concepts from nonfiction genres

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language

PURPOSES FOR READING

12.2.4. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

LITERARY ELEMENTS AND TECHNIQUES

12.2.5. Interpret author's use of figurative language including allusion, imagery, and symbolism

12.2.6. Interpret author's use of syntax and word choice/diction

12.2.7. Critique literary merit of a work of literature

VOCABULARY

12.2.8. Use technical language/jargon to decipher meaning

Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

Grade 12

INFORMATIVE WRITING

12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint

LITERARY/NARRATIVE WRITING

See previous grade-level expectations and apply

PERSUASIVE WRITING

12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews

PREWRITING

12.3.3. Organize the ideas and details of a composition according to purpose

12.3.4. Use a variety of sources for supporting details

DRAFTING

12.3.5. Elaborate ideas through word choice and description using grade-level vocabulary

12.3.6. Organize and write compositions for nation and world

LITERARY ELEMENTS AND TECHNIQUES

12.3.7. Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language

REVISING AND EDITING

12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone

12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement

12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns

PUBLISHING

Continue previous expectations

Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process

BENCHMARK EXPECTATION

Grade 12

PLANNING FOR AN AUDIENCE/PURPOSE

12.4.1. Evaluate audience based on characteristics; i.e., religion, culture, gender

VERBAL AND NONVERBAL COMMUNICATION

12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking

12.4.4. Use critical listening responses such as refutation and commentary, to critique the accuracy of messages

12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches

Standard 5: Students understand media

Standard 5: Students understand media

BENCHMARK EXPECTATION

Grade 12

MEDIA GENRES

12.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

12.5.2. Create a media project for a purpose

INTERPRETING MEDIA

12.5.3. Evaluate instances of gender equity and political correctness in media messages

12.5.4. Evaluate media messages in their historical and/or cultural contexts and intended audience

12.5.5. Examine media techniques such as music and sound, camera angles, lighting, and aesthetic effects

Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language

BENCHMARK EXPECTATION

Grade 12

LANGUAGE CONVENTIONS/MECHANICS

12.6.1. Use conventions of grammar, usage, and punctuation to edit and revise

LITERARY ELEMENTS AND TECHNIQUES

12.6.2. Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox

12.6.3. Interpret the use of language in different literary forms; i.e., satire and parody

12.6.4. Recognize allegory

LANGUAGE CONTEXT

See previous grade-level expectations and apply