

# Clint Independent School District Instructional Services

## Benchmark Blueprint

**Subject: ELAR Grade: 11 Testing Window: October 4-7**

<b>Student Expectation</b>
<p><b>1. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b></p> <ul style="list-style-type: none"><li>A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.</li><li>B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</li></ul>
<p><b>2. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b></p> <ul style="list-style-type: none"><li>A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition.</li><li>B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films.</li></ul>
<p><b>5. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</b></p> <ul style="list-style-type: none"><li>A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction.</li><li>B) analyze the internal and external development of characters through a range of literary devices.</li></ul>
<p><b>7. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</b></p> <ul style="list-style-type: none"><li>A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.</li></ul>
<p><b>13. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b></p> <ul style="list-style-type: none"><li>A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</li><li>B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning.</li><li>C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.</li><li>D) edit drafts for grammar, mechanics, and spelling.</li><li>E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</li></ul>

**14. Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.**

- A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.

**Figure 19:Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.**

- B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

**Total number of items on benchmark: 14 + Essay**