



SPRING

**2024**

**Standards  
Reading  
Grade 11**

**Paper-Based Tests (PBT) High School**

**SPANISH READING**



Notes: 1) The use of parenthetical examples throughout the document are intended to provide useful examples, not to be all encompassing, prescriptive definitions of specific elements that must be mastered. 2) Strands II Language and IV Writing can be found in the Writing Assessment Framework.

<b>READING ASSESSMENT FRAMEWORK</b>	
<b>Grade 11</b>	
<b>BOLD</b> = Eligible for Assessment	
<i>Italics</i> = Classroom Assessment Only	
<b>DOK</b> = Depth of Knowledge	
<b>REPORTING CATEGORY 1</b>	
<b>STRAND I: Reading</b>	
<b>Content Standard I: Students read and understand a variety of materials.</b>	
<b>DOK</b>	Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary.
<b>2</b>	
<b>1</b>	<b>1. Use etymology, the principles behind spelling and usage of words to determine meaning.</b> <b>2. Differentiate shades of meaning and multiple meanings of words, including the significance of both connotation and denotation.</b> <b>3. Analyze the context of sentences and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, make inferences, and differentiate among possible meanings of words.</b> <b>4. Analyze texts to identify specialized terminology or jargon needing clarification or definition.</b>
<b>2</b>	
<b>2</b>	
<b>2</b>	
<b>DOK</b>	Benchmark I-B: Use comprehension strategies to understand the meaning of a text.
<b>1</b>	
<b>1</b>	<b>1. Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/effect).</b>
<b>DOK</b>	Benchmark I-C: Infer, analyze, and synthesize to increase comprehension.
<b>2</b>	
<b>3</b>	<b>1. Make reasonable inferences from implied ideas to predict outcomes, derive reasonable generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings.</b> <b>2. Recognize how history and culture influence[s] text.</b> <b>3. Recognize the types of claims made in a text (e.g., factual, value judgment).</b>
<b>2</b>	
<b>1</b>	
<i>Benchmark I-D: Use meta-cognitive strategies to increase comprehension.</i>	
<i>1. Use multiple strategies to monitor one's pace and comprehension.</i> <i>2. Draw conclusions from information in texts to arrive at new knowledge.</i> <i>3. Evaluate texts by determining the value to oneself.</i> <i>4. Analyze texts to determine how much prior and specialized knowledge is needed.</i>	
<b>STRAND III: Communication</b>	
<b>Content Standard III: Students communicate effectively through listening and speaking.</b>	
<i>Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions, or to solve problems.</i>	
<b>Grade</b>	<b>Performance Indicators</b>
9-12	<b>1. Identify purposes and audience to determine the important information to communicate and the language needed to convey it.</b> <b>2. Use specific strategies to improve the effectiveness of spoken instructions (e.g., repeating the instructions to ensure recall, following a process, emphasizing key points, and employing appropriate diction).</b>
<i>Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context, and purpose, using effective speaking skills.</i>	

Grade	Performance Indicators
11	<ol style="list-style-type: none"> <li>1. Evaluate and adapt strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, and speaking factually).</li> <li>2. Create logical messages using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies, and making emotional appeals when appropriate (e.g., to fear or affection).</li> <li>3. Monitor audience feedback in real time and make inferences about audience engagement, understanding, and agreement; adjust for effectiveness and what changes to make in future presentations.</li> <li>4. Strategically use figurative language to achieve specific effects (e.g., metaphor, irony, personification, hyperbole, symbolism, word play, puns).</li> </ol>
Benchmark III-C: Follow spoken instructions to perform tasks, to answer questions, or to solve problems.	
Grade	Performance Indicators
9-12	<ol style="list-style-type: none"> <li>1. Consider the purpose and the speaker in order to understand what is being communicated and the language being used to convey the message.</li> <li>2. Use strategies such as repeating instructions to oneself to ensure recall and identifying key points.</li> </ol>
Benchmark III-D: Summarize and paraphrase information presented orally by others.	
Grade	Performance Indicators
11-12	<ol style="list-style-type: none"> <li>1. Use a variety of response strategies to clarify, elaborate, and synthesize the explicit and implicit meanings of messages given orally or in writing (e.g., integrating new learning with prior knowledge; asking questions to guide and clarify inferences and interpretations; asking the speaker to extend or elaborate ideas; and paraphrasing meaning back to the speaker).</li> </ol>
Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos, and pathos.	
Grade	Performance Indicators
11	<ol style="list-style-type: none"> <li>1. Draw on one's prior knowledge and experience to make connections with the speaker's message and analyze the speaker's values and beliefs to guide interpretation.</li> <li>2. Evaluate the speaker's argument including the use of logos, ethos, and pathos (e.g., mentally anticipating direction and significance of arguments; attending to the entirety of the message before forming conclusive judgments; taking notes when appropriate; reviewing standards of evidence and reasoning; asking oneself questions about the speakers' implicit and explicit messages; relating the message to one's personal beliefs, values and experiences).</li> </ol>
Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem, or make a decision).	
Grade	Performance Indicators
11	<ol style="list-style-type: none"> <li>1. Analyze internal variables (e.g., prior knowledge, experiences, interests, opinions, values, needs, feelings) in order to participate in, reflect on, and evaluate group processes.</li> <li>2. Elicit feedback and analyze others' internal variables to enhance group effectiveness, to frame and adapt messages, to build group cohesion, and to achieve group goals.</li> <li>3. Analyze contextual variables (e.g., the type of group, its purposes and goals, its progress toward those goals, the roles and relationships within the group, group norms, discussion conventions) in order to monitor and adjust discussion strategies, agenda setting, responding to questions, building consensus, checking for understanding, and encouraging participation.</li> </ol>

## REPORTING CATEGORY 2

### STRAND V: Research

Content Standard V: Students utilize the research process to produce a variety of products.

<b>DOK</b>	<b>Benchmark V-A: Define and narrow a problem or research topic.</b>
<b>3</b>	
<b>3</b>	<b>1. Form and refine a question for investigation based on a literary, historical, or cultural movement or a complex contemporary issue.</b>
<i>Benchmark V-B: Gather relevant information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews, or surveys.</i>	
<ol style="list-style-type: none"><li>1. Use creative or critical research strategies (e.g., field studies, oral histories, interviews, experiments).</li><li>2. Use a variety of techniques for researching topics, including cross-referencing while gathering information.</li><li>3. Synthesize a variety of types of visual information, including pictures and symbols.</li></ol>	
<b>DOK</b>	<b>Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths, and limitations of various resources, including those on the internet.</b>
<b>3</b>	
<b>3</b>	<b>1. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.</b>
<i>Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.</i>	
<ol style="list-style-type: none"><li>1. Identify an audience for whom one's researched findings might be meaningful.</li><li>2. Develop written or oral presentations of appropriate length that effectively report one's research findings.</li></ol>	
<i>Benchmark V-E: Compose a research project to be shared with an appropriate audience.</i>	
<ol style="list-style-type: none"><li>1. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any individual study.</li><li>2. Produce a research project on a well-defined topic (e.g., formal paper, multi-genre research paper, speech).</li><li>3. Examine complex issues by sharing and evaluating personal response, researching and summarizing data, and developing a framework for discussion prior to writing the final draft.</li><li>4. Cite sources correctly and document quotations, paraphrases, and other information, employing an accepted academic manuscript style such as MLA or APA.</li></ol>	

### STRAND VI: Logic

Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions, and predictions.

<b>DOK</b>	<b>Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, and true and false premises.</b>
<b>3</b>	
<b>4</b>	<b>1. Evaluate the ideas of others by identifying clear, reasonable criteria for evaluation and applying those criteria.</b>
<b>2</b>	<b>2. Analyze similarities and differences in false statements and the role they play in specific types of persuasive arguments.</b>
<b>3</b>	<b>3. Identify and evaluate logical fallacies and propaganda devices in written and oral communication products.</b>
<i>Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences, and claims.</i>	
<ol style="list-style-type: none"><li>1. Identify and analyze personal, social, historical, or cultural influences, contexts, or biases.</li><li>2. Identify and analyze rhetorical strategies that support proposals.</li><li>3. Evaluate evidence for timeliness, relevance, and believability.</li></ol>	
<i>Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, and pathos).</i>	

1. Create a rubric to evaluate the quality and effectiveness of evidence used in oral or written arguments.
2. Analyze multiple perspectives on issues (including logos, ethos, and pathos) and use a systematic method for tracking sources.
3. Use a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organization map, reading the draft from the perspective of the intended audience) to evaluate whether:
  - a. one's progression of ideas is coherent and smooth;
  - b. the thesis claim is clear and substantive;
  - c. claims and opinions are supported by evidence;
  - d. the sources display bias;
  - e. organization patterns are clear and developed; and
  - f. the conclusion is appropriate.

<b>DOK</b>	<b>Benchmark VI-D: Recognize common fallacies used in an argument.</b>
<b>2</b>	
<b>2</b>	<b>1. Recognize how the medium of a presentation (print, visual, etc.) can affect perception.</b>
<b>1</b>	<b>2. Identify basic logical fallacies (e.g., appeal to pity, personal attack, false dilemma) and propaganda devices (e.g., bandwagon, glittering generalities, testimonial).</b>
<b>3</b>	<b>3. Evaluate ways a writer or speaker may be trying to influence an intended audience (e.g., by using false assumptions, errors, loaded terms, caricature, sarcasm, leading questions, faulty reasoning).</b>

<b>DOK</b>	<b>Benchmark VI-E: Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.</b>
<b>3</b>	
	<b>1. Address concerns of the opposition within an argument using logical strategies (e.g., deduction, inductive reasoning, syllogisms, analogies).</b>

*Benchmark VI-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.*

1. Address counter arguments through a variety of methods (e.g., examples and details, commonly accepted beliefs, expert opinions, quotations and citations, cause-effect and compare-contrast reasoning).
2. Structure ideas in a sustained and logical fashion (e.g., using a range of strategies to elaborate and persuade, including anecdotes, case studies, analogies and illustrations; clarifying and defending positions with relevant evidence, including facts, expressions of commonly accepted beliefs, and logical reasoning).

## REPORTING CATEGORY 3

### STRAND VII: Informational Text

**Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.**

<b>DOK</b>	<b>Benchmark VII-A: Follow instructions in informational or technical text to perform specific tasks, answer questions, or solve problems.</b>
<b>3</b>	
<b>3</b>	<b>1. Use written technical information in order to complete multi-step instructions, perform complex tasks, or solve problems.</b>
<b>DOK</b>	<b>Benchmark VII-B: Summarize informational and technical texts and explain the visual components that support them.</b>
<b>2</b>	
<b>2</b>	<b>1. Summarize complex relationships among ideas in informational and technical texts.</b>
<b>2</b>	<b>2. Produce accurate summaries and effective critiques of informational and technical texts.</b>
<b>2</b>	<b>3. Describe the advantages and disadvantages of alternative methods of presenting information.</b>
	<i>4. Evaluate the relevance of graphic information to information presented textually.</i>
<b>DOK</b>	<b>Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.</b>
<b>3</b>	
<b>3</b>	<b>1. Make connections across sources to develop new insights and determine the need for further research.</b>
<b>DOK</b>	<b>Benchmark VII-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.</b>
<b>3</b>	
<b>3</b>	<b>1. Pose questions prompted by an informational or technical text, prioritizing and organizing information to produce complete and reasonable explanations.</b>

<b>DOK</b>	<b>Benchmark VII-E: Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.</b>
<b>3</b>	
<b>3</b>	<b>1. Evaluate content, format, structure, and visual appeal used in informational or technical print, non-print, and oral presentations.</b>

## STRAND VIII: Media

### Content Standard VIII: Students create and evaluate a variety of media for particular purposes.

*Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade, and entertain.*

1. Identify conventional uses of production elements (e.g., layout, pictures, and typeface in newspapers, magazines and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming in radio; layout, navigation, and dynamic and interactive elements on the internet).
2. Evaluate the effectiveness of conventional uses of production elements to achieve special effects.
3. Describe how production elements establish narrative in media productions (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting).
4. Establish criteria to evaluate how well elements of media productions inform, persuade, or entertain.

*Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television, and the internet) in achieving a particular purpose.*

1. Evaluate how effectively communication goals, aesthetic goals, and usability goals for a media communication have been achieved (e.g., ease of access to the communication, ease of navigation of sites, diction, layout.).

*Benchmark VIII-C: Create coherent media productions using effective images, text, graphics, music, and sound effects to present a distinctive point of view on a topic.*

1. Select credible sources and present multiple points of view (if appropriate) within a media production.

## REPORTING CATEGORY 4

## STRAND IX: Literature

### Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.

<b>DOK</b>	<b>Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.</b>
<b>2</b>	
<b>2</b>	<b>1. Analyze literary works and movements for their historical and literary significance, including key U.S. documents and significant modern and pre-20<sup>th</sup> century works of American literature, as well as Hispanic and Native American literary works.</b>
<b>DOK</b>	<b>Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts.</b>
<b>2</b>	
<b>2</b>	1. Recognize culturally specific customs, traditions, and symbols in literary works.
<b>2</b>	<b>1. Analyze ways in which writers use lingual patterns in dialogue and narration (e.g., repetition, dialect, slang formality).</b>
<b>2</b>	<b>1. Analyze ways in which writers play with language (e.g., the use of pun, euphemism, oxymoron, verbal irony, hyperbole, understatement).</b>
<b>2</b>	<b>1. Analyze the ways in which writers utilize narrative forms and features (e.g., chronological narratives, framed narratives, episodic or picaresque plots, character- or situation-driven plots, multiple narrators).</b>
<b>DOK</b>	<b>Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.</b>
<b>3</b>	
<b>3</b>	<b>1. Assess the reliability of various narrators in literary works.</b>
<b>3</b>	<b>2. Identify characteristics of common non-fiction forms (e.g., memoir, essay, biography, autobiography, documentary, history).</b>
<b>3</b>	<b>3. Analyze the overall style of prose works, including narration, imagery, diction, dialogue, plot, and characterization.</b>

<b>DOK</b>	<b>Benchmark IX-D: Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions.</b>
<b>3</b>	
<b>3</b>	<b>1. Analyze specific elements of poetry</b> <i>from different eras, particularly from American literary movements (e.g., humor, symbolism, and use of figurative or literal language; basic forms of meter, such as iambic pentameter; assonance, consonance, euphony, cacophony [and similar sound devices]; particular forms for particular purposes [i.e., an inaugural poem]; forms as they relate to historical/literary movements [e.g., jazz and Harlem Renaissance]; the use of formal section breaks or unconventional capitalization and punctuation [e.g., Dickinson, e.e. cummings]; extended metaphor, allusion [and other devices]; how poetic structure and style pertain to a poem’s meanings and the poet’s purpose).</i>
<i>Benchmark IX-E: Identify how elements of dramatic literature articulate a playwright’s vision.</i>	
<ol style="list-style-type: none"> <li>1. Analyze the connections among set/setting, costume, lighting, and other production elements, and the theme or intended meaning of a particular drama.</li> <li>2. Identify elements of comedy and comic form (e.g., farce, situational comedy, high and low comedy, absurdism/surrealism, slapstick).</li> <li>3. Evaluate a live performance (or a live recording) of drama for the director’s correspondence with the playwright’s vision and the production’s effectiveness at conveying a particular theme or vision.</li> </ol>	
<b>DOK</b>	<b>Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.</b>
<b>4</b>	
	<b>1. Analyze how a particular piece of literature has changed societal and cultural attitudes.</b>