



Grade 11

Reading and Viewing Achievement Standards

The following outlines **Text Study** over the Grade 11 year in English Language Arts (at least 30% should be Canadian content and include representation from New Brunswick). Additional reading and reading support is expected in all subject areas. These guidelines are for instructional texts; the multi-genre study may be used to guide exploration of the extended and shorter texts.

Extended Texts Maximum of one from each category

- Book-length narrative
- Full-length modern or classic script or play

Shorter Text Minimum of five from each category

- Excerpts from plays or scripts
- Poetic texts (e.g., lyrics, ballads, sonnets)
- Short stories
- Visuals (e.g., photographs, graphics, maps)
- Multimedia (e.g., documentaries, shorts, infographics)
- Essays
- Popular non-fiction (e.g., news stories, feature articles, reviews, interviews)

Multi-genre Study Minimum of one multi-genre study

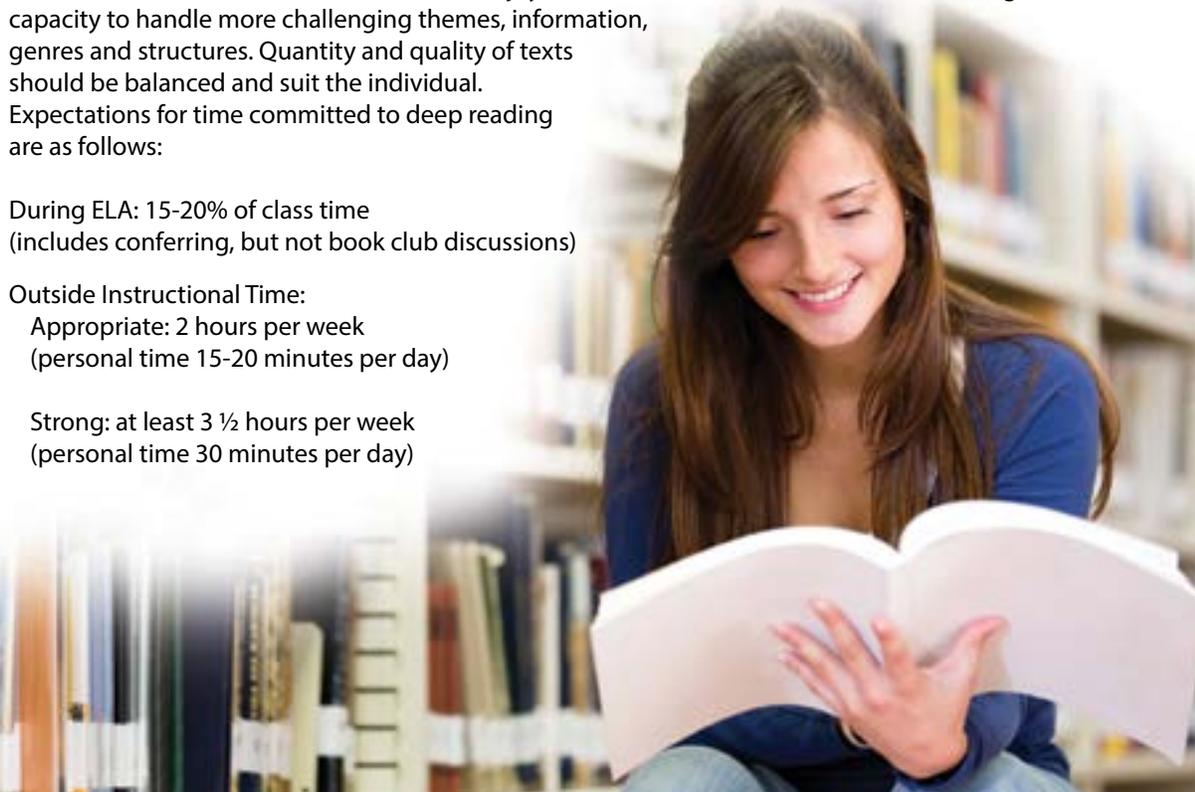
- Exploration of a theme or a question through a variety of texts (e.g., speeches, novels, articles, poems, short stories, photos, multi-media)

Students are required to explore a variety of genres in their **independent reading**. Independent reading choices should include those of interest or enjoyment and those that stretch understanding and build capacity to handle more challenging themes, information, genres and structures. Quantity and quality of texts should be balanced and suit the individual. Expectations for time committed to deep reading are as follows:

During ELA: 15-20% of class time
(includes conferring, but not book club discussions)

Outside Instructional Time:
Appropriate: 2 hours per week
(personal time 15-20 minutes per day)

Strong: at least 3 ½ hours per week
(personal time 30 minutes per day)





Grade 11

Reading Strategies and Behaviours

By the end of Grade 11, students performing at **appropriate achievement** will demonstrate stamina when reading challenging grade-level instructional texts; **independently use the strategies and behaviours, listed below, with texts within the defined text complexity**; and demonstrate understanding of the strategies they are using and set goals for improvement. Performance at **strong achievement** will include the setting of thoughtful goals for improvement, and personal capacity to stretch beyond expectations to think deeply and create insightful or original ideas from reading.

Make meaning: set a purpose; examine and use text structure and format; skim, scan and reread; generate questions; make connections; analyze, synthesize and evaluate text; use close reading; identify evidence that supports main idea or thesis; organize information in notes, graphics or graphic organizers

Solve words: use a wide range of strategies and cues (e.g., root words and origins, background knowledge, context cues) and use reference and assistive technology tools to develop understanding of unknown or technical words

Read with automaticity: automatically read and understand most words in a range of contexts (vocabulary from grade-level texts, subject terminology, popular or cultural references, and connotative and figurative word meanings)

Read with fluency: read with expression and confidence; adjust rates to match form and purpose; use appropriate phrasing, pausing and intonation; attend to accuracy in complex sentences; and read aloud or rehearse difficult chunks of text

Predict: use context clues, prior knowledge and experience, knowledge of literary devices, and knowledge of text forms and features to verify and adjust predictions about content

Use text features: use text features to preview, locate and interpret information, and verify understanding

Use technology: employ assistive tools, when required





Comprehension Responses

Indicators pertain to responses given to text at an independent reading level.

In **responses to all levels of questioning**, students are expected to support their ideas and content with relevant examples or information from the text. Responses considered **strong** show sophistication and depth in justifications and rationales, and may be described as original or creative. Products required to assess each of the following must reflect the principles of differentiated instruction.

Grade 11

Literal Level

Appropriate Achievement

- respond accurately to many literal questions when reading longer, denser texts, and systematically search large amounts of text for information.
- identify key information about story elements and explain how these support themes.
- identify figurative language, literacy devices, domain-specific concepts and terminology.
- distinguish between main ideas and supporting details; concisely summarize key information.

Strong Achievement

In addition to Appropriate Achievement indicators, Strong Achievement includes:

- effectively manage longer texts containing new and unfamiliar concepts and ideas.
- accurately determine importance of information, and consistently differentiate main from subordinate ideas and information.

Sample Prompts

- What new information did you learn from reading and viewing this selection?
- Summarize what you have found so far. What key words did you note to help you remember?
- Where would you begin to construct a timeline to plot the events in this autobiography?
- Why is ____ (event or action of character) significant or insignificant to the story?
- ____ is known as ____ (imagery, centrifugal force, the Renaissance)?
- What were the key ideas in the information? Why did you identify them as important?
- Provide the gist of this article in twenty words or less





Grade 11

Inferential Level

Appropriate Achievement

- make inferences about complex characters and story events; describe relationships between characters, and between context, language, purpose and audience; and describe effects on plot and subplots or overall theme.
- interpret relationships between ideas—within and beyond the text—to draw conclusions or make comparisons.
- use context clues, prior knowledge and other sources to explain the meaning of vocabulary, technical terms and dialect; interpret the meaning and purpose of a range of literary devices.
- use text features (e.g., graphics, quotes, table of contents, bibliography, hyperlinks) and text organization and structure to interpret information and infer the author's or creator's purpose.
- articulate points of view and messages in the text.

Strong Achievement

In addition to Appropriate Achievement indicators, Strong Achievement includes:

- demonstrate a solid understanding of how story events are interrelated.
- choose precise evidence from the text to support opinions.
- interpret why specific vocabulary, technical terms, dialect or literary devices were chosen.
- identify and interpret how audience assumptions are shaped and shape the text.

Guidelines for Levels of Questions on Summative Assessments:

Maximum 20% Literal
Between 40-60% Inf/Int
Between 20-60% Per/Ev/Cr

Sample Prompts

- Describe relationships between ____ (characters) at the beginning and end of the story. What caused these changes?
- What does format, layout or structure tell you about the author's purpose?
- In what ways did the weaknesses or strengths of the characters affect the chain of events in the story? How would the story be different if the characters had acted differently, or if different events had occurred?
- What is the theme or thesis of this selection? What helps justify your assumptions or conclusions? What influences your assumptions or conclusions?
- What does this phrase mean? Why was it chosen?
- Give an example of how the author, poet, photographer, illustrator or creator used ____ (a specific device, such as foreshadowing, irony, imagery, archetypes, camera angles, lighting, line, volume, timing, pace). Explain.
- How does this text feature (e.g., table of contents) help you understand the text? What information do you learn that adds to the text? What meaning or story can you infer?
- What message does the ____ (an aspect of the text: e.g., title, design, font, diction) convey?



Grade 11

Personal/Critical/Evaluative Level

Appropriate Achievement

- compare and contrast characters, events, ideas and themes with personal experiences, prior knowledge and emergent understandings; make text-to-text, text-to-world comparisons; connect characters, themes and plots within and across texts and genres; consider texts in terms of worldview; make connections between texts and social, moral and political issues.
- express and support personal reactions, preferences for, and opinions about particular texts, authors, illustrators and genres; express changes in personal viewpoint and ideas.
- explain how different elements of craft e.g., dialect, imagery, irony, flashbacks, foreshadowing, symbolism, tone) create meaning and engage audience; evaluate the author's effectiveness.
- analyze how texts manipulate, persuade or control; comment about how discourses beliefs, values, identity and power—shape and are shaped by the text; propose alternative perspectives; demonstrate understanding that texts reveal and produce ideologies, identities, positions and propaganda; assess the veracity of claims and reliability of information; analyze multiple interpretations.
- evaluate how purpose, structure, and characteristics of a variety of text forms contribute to understanding; analyze relationships between language, topic, genre, purpose, context and audience.

Strong Achievement

In addition to Appropriate Achievement indicators, Strong Achievement includes:

- research independently to extend interest and understanding of worldviews; consistently question presumptions expected of the reader.
- synthesize experiences with other texts and prior knowledge to make sophisticated connections and offer unique perspectives.

Sample Prompts

- Does ____ (character) remind you of other characters? Who and why? How does knowledge of these characters help you understand ____ (character)?
- What would you have done in this situation?
- How does the structure or layout of the text achieve or detract from the author's purpose?
- How does the ____ (e.g., publishing decision, such as inclusion of a table of contents, acknowledgements, epilogue) influence the reader?
- How are beliefs, values, identities or power relationships influenced by this passage? How does this contribute to or shape understanding of the text as a cultural artefact?
- The problem is described by _____. What do you think _____ would say about it?
- Whose viewpoint is presented? What, if any, opposing viewpoints are presented?
- Whose viewpoint is missing? Describe the biases and assumptions presented in this selection. Whose interests are served? Who is the target audience for this selection?
- What are some examples of how the author used exaggeration or subtle misinformation?
- What are some similarities and differences between ____ (form or genre) and another (form for genre)?
- What presumptions are made of the reader?



Text Complexity

Text complexity is not isolated to the actual text. Experience, knowledge and interest influence how the reader navigates the text. The term “text” includes print, visual, oral and digital sources.

Students select and read independently a range of literary and information texts. Students may employ assistive technology to support reading. Texts include:

Knowledge demands: ever-growing array of genres, many themes beyond personal experiences; requires knowledge of specific subject matter and other texts (intertextuality); awareness of worldviews (including author’s perspective); ability to take a critical stance and justify positions

Themes: complex and sophisticated themes and ideas (e.g., relevant and robust themes, exploring social or moral issues, justice, war, discrimination) that cultivate social awareness, evoke emotional responses, challenge personal points of view and provide insights into the struggles of humanity; characters and information requiring the reader to interpret and connect information and ideas with other texts and subject areas; multiple levels of meaning

Sentences: many complex sentence structures (including sentences greater than 30 words); multiple descriptive sentences containing information vital to understanding of the text; complicated use of dialogue

Language: challenging language requires moderate level of content knowledge; some implicit or inferred meaning; wide range of literary devices (e.g., figurative, symbolic, ironic language); some lengthier descriptions, dialects (regional or historical), colloquialisms, other languages, domain-specific, archaic, or academic (not requiring extensive knowledge)

Word complexity: many long multi-syllable words, some difficult nouns and technical vocabulary; requires additional reading and research

Graphics: variety of challenging illustrations, photographs and sophisticated graphics; interpretation of these is essential to understanding

Layout: many lines of print on a page; variation in layout, print styles and font within the same text (many examples of dense print); complex range of punctuation; may feature a wide range of reader’s tools and text features (e.g., glossary, pronunciation guide index, italics, scales, legends)

In addition, text complexity of **literary fiction** (e.g., realistic and historical fiction, mysteries, myths, science fiction, allegories, parodies, satire, graphic novels, drama) includes:

Text structure: some complex, implicit and unconventional narrative structures; shifts in points of view; flashbacks and major time shifts

Plot: complex plots; requires awareness of linguistic, structural and presentation devices

Character development: main character displays complexity and unpredictability; factors that relate to character development require reader to gather information through inferences including knowledge of archetypes and conflict; multiple characters revealed through dialogue, actions, thoughts and/or perceptions of others

Textual details: captions, graphics, and/or unassigned dialogue from which story action and character development must be inferred; description, imagery, symbolism, figurative language all vital to understanding settings, characters and themes

In addition, text complexity of **literary non-fiction and information texts** (e.g., essays, speeches, journalistic text, historical accounts, textbooks, reports, directions, biography and autobiography, memoir, documentary, ads, charts, maps, tables, pamphlets, graphs, infographics) includes:

Depth of content: large amounts of content, sometimes beyond subject-matter instruction, requiring readers to synthesize information from within and beyond the text (i.e., use primary and secondary sources, follow current events, research theories and historical events)

Presentation: topics, ideas and information, often implicit, presented in multiple layers requiring readers employ understanding of structure

Textual details: information presented in a variety of ways (e.g., paragraphs, columns, links, cutaways, graphics) and in combination, requiring readers preview text layout, skim and scan, and read with a purpose