

Grades 9–12

Core Performance Indicators: common to all four ELA standards

Throughout grades 9, 10, 11, and 12, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none">• Identify the purpose for reading• Adjust the reading rate according to the purpose for reading• Determine the meaning of unfamiliar words by using classroom and other resources• Distinguish between dictionary meaning and implied meaning of the writer's words• Follow the logic of compound/complex sentence structure• Use knowledge of punctuation to assist in comprehension• Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast)• Recognize the organizational format, such as hierarchical, chronological, and cause/effect• Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension• Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles• Maintain a personal reading list to reflect reading accomplishments <p>Listening</p> <ul style="list-style-type: none">• Listen respectfully and responsively• Recognize the use and impact of effective language• Demonstrate appropriate body language as a listener• Identify own purpose for listening• Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people <p>Speaking</p> <ul style="list-style-type: none">• Respond respectfully• Initiate communication with peers and adults in the school and local community• Use a presentational format appropriate for the audience and purpose• Use the conventions of standard spoken English appropriate to the message and audience• Apply delivery techniques such as voice projection and demonstrate physical poise• Use nonverbal communication techniques to help disclose message• Use visual aids and props effectively• Respond to the audience's reaction and adapt presentation• Establish and maintain eye contact with audience	<p>Writing</p> <ul style="list-style-type: none">• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings• Identify the intended audience• Use tone and language appropriate to the audience and purpose• Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing)• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)• Write clear, concise sentences• Observe the rules of punctuation, capitalization, and spelling<ul style="list-style-type: none">- punctuation of simple and compound sentences, dialogue, titles of articles- capitalization of words such as proper adjectives, titles of persons, and words in quotes- spelling of commonly misspelled words, homonyms, content-area vocabulary• Use correct grammatical construction<ul style="list-style-type: none">- parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas- complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents• Use dictionaries, thesauruses, and style manuals• Use an organizational format that provides direction, coherence, and/or unity• Use computer technology to create, manipulate, and edit text
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Grade 10 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - set purpose for reading by asking questions about what they need to know for their research • Use specialized reference sources, such as glossaries, directories, and abstracts • Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - use workplace documents • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words/phrases to generate questions • Identify and evaluate the reliability and validity of informational sources • Recognize unstated assumptions • Distinguish verifiable statement from hypothesis • Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects <ul style="list-style-type: none"> - employ a range of post-reading practices to think about new learning and plan further learning <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives • Read literary criticism to increase comprehension and appreciation of literary texts, with assistance • Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience • Distinguish between different forms of poetry,

such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent

- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Interpret literary texts on the basis of an understanding of the genre and the literary period
- Interpret multiple levels of meaning and subtleties in text
- Recognize relevance of literature to contemporary and/or personal events and situations

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Form opinions and make judgments about the validity of persuasive texts
- Generate a list of significant questions to assist with analysis of text
- Analyze and evaluate nonfiction texts, including
 - determine the writer's perspectives, purposes, and intended audiences
 - determine the reliability and significance of information
 - recognize the format and its significance to content
- Analyze and evaluate poetry in order to recognize the use and effect of
 - sensory imagery
 - figurative language
 - verse form
- Evaluate poetry to recognize the use and effect of verse form
- Analyze and evaluate fiction, including
 - the background in which the text is written
 - the effect created by the author's tone or mood
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical
- Select, reject, and reconcile ideas and information in light of beliefs
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism

Standard 4: Students will read, write, listen, and speak for **social interaction.**

- Share reading experiences with a peer or adult; for example, read together silently or aloud, or discuss reactions to texts

	<ul style="list-style-type: none">• Consider the age, gender, social position, and cultural traditions of the writer• Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication
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Grade 10 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to write include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing • Analyze data, facts, and ideas to communicate information • Take notes and organize information from written and oral texts, such as lectures and interviews • Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information • Define the meaning of and understand the consequences of plagiarism; investigate school policy • Use charts, graphs, and diagrams to support and illustrate informational texts • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader’s emotional response • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author’s use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by

	<p>more than one author</p> <ul style="list-style-type: none">- engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts• Maintain a portfolio that includes literary, interpretive, and responsive writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues• Develop critiques from more than one perspective, such as historical and cultural• Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience• Use strategies designed to influence or persuade in writing editorials• Use telecommunication to participate in Listserv discussion groups• Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with writing partner(s)• Respect age, gender, and cultural traditions of the recipient• Identify and model the social communication techniques of published writers• Distinguish between the conventions of academic writing and the conventions of email and instant messaging
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Grade 10 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to listen include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews • Anticipate the speaker’s points and assess their validity, with assistance • Determine the need for more information for clarification • Synthesize information from different sources by combining or categorizing data and facts • Recognize appropriate voice, tone, and diction <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects • Respond to authors’ reading and discussing their works • Recognize features of literary genres in interpreting and responding to presentations of literary texts • Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts • Identify how format and language are used in presentations to communicate the author’s message <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Recognize and acknowledge various perspectives on issues of world concern • Determine points of view and clarify positions • Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic • Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content • Recognize the use of protocols and traditional practices in debating and public speaking • Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials <p>Standard 4: Students will read, write, listen, and</p>

	<p>speaking for social interaction.</p> <ul style="list-style-type: none">• Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers• Respect the age, gender, social position, and cultural traditions of the speaker• Listen for multiple levels of meaning, articulated and unspoken• Encourage the speaker with appropriate facial expressions and gestures• Withhold judgment• Appreciate the speaker's uniqueness
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Grade 10 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to speak include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations to a variety of audiences on a range of informational topics • Express a point of view, providing supporting facts and details • Anticipate and acknowledge the listener’s points of view • Ask and respond to probing questions to acquire information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Describe the features of the genre and the period to interpret and respond to texts • Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements • Articulate personal opinions to clarify stated positions and persuade or influence groups • Present reasons, examples, and details from sources cited to defend opinions and judgments • Modify content on the basis of audience response during presentation • Respond to constructive criticism • Use visuals and technology to enhance presentation • Ask and respond to questions to seek clarity or to suggest different perspectives <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings • Respect the age, gender, social position, and cultural traditions of the listener • Use social communication in workplace settings to foster trust and build goodwill • Respond respectfully