

## 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><b>Reading</b></p> <ul style="list-style-type: none"><li>• Identify the purpose for reading</li><li>• Adjust the reading rate according to the purpose for reading</li><li>• Determine the meaning of unfamiliar words by using classroom and other resources</li><li>• Distinguish between dictionary meaning and implied meaning of the writer's words</li><li>• Follow the logic of compound/complex sentence structure</li><li>• Use knowledge of punctuation to assist in comprehension</li><li>• Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast)</li><li>• Recognize the organizational format, such as hierarchical, chronological, and cause/effect</li><li>• Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension</li><li>• Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles</li><li>• Maintain a personal reading list to reflect reading accomplishments</li></ul> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Listen respectfully and responsively</li><li>• Recognize the use and impact of effective language</li><li>• Demonstrate appropriate body language as a listener</li><li>• Identify own purpose for listening</li><li>• Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Respond respectfully</li><li>• Initiate communication with peers and adults in the school and local community</li><li>• Use a presentational format appropriate for the audience and purpose</li><li>• Use the conventions of standard spoken English appropriate to the message and audience</li><li>• Apply delivery techniques such as voice projection and demonstrate physical poise</li><li>• Use nonverbal communication techniques to help disclose message</li><li>• Use visual aids and props effectively</li><li>• Respond to the audience's reaction and adapt presentation</li><li>• Establish and maintain eye contact with audience</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings</li><li>• Identify the intended audience</li><li>• Use tone and language appropriate to the audience and purpose</li><li>• Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing)</li><li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li><li>• Write clear, concise sentences</li><li>• Observe the rules of punctuation, capitalization, and spelling<ul style="list-style-type: none"><li>- punctuation of simple and compound sentences, dialogue, titles of articles</li><li>- capitalization of words such as proper adjectives, titles of persons, and words in quotes</li><li>- spelling of commonly misspelled words, homonyms, content-area vocabulary</li></ul></li><li>• Use correct grammatical construction<ul style="list-style-type: none"><li>- 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</li><li>- 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</li></ul></li><li>• Use dictionaries, thesauruses, and style manuals</li><li>• Use an organizational format that provides direction, coherence, and/or unity</li><li>• Use computer technology to create, manipulate, and edit text</li></ul>
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# Grade 11 Reading

LITERACY COMPETENCIES	<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> <b>The grade-specific performance indicators that grade 11 students demonstrate as they learn to read include</b>
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Locate and use school, public, and academic library resources for information and research</li> <li>• Read and follow written directions and procedures to solve problems and accomplish tasks               <ul style="list-style-type: none"> <li>- use workplace documents and technical manuals</li> </ul> </li> <li>• Identify and evaluate the reliability and validity of informational sources</li> <li>• Check the consistency of hypothesis with given information and assumption</li> <li>• Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b>.</p> <ul style="list-style-type: none"> <li>• 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"> <li>- 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</li> </ul> </li> <li>• Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives               <ul style="list-style-type: none"> <li>- monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension</li> </ul> </li> <li>• Read literary criticism to increase comprehension and appreciation of literary texts               <ul style="list-style-type: none"> <li>- use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge</li> </ul> </li> <li>• Compare a film, video, or stage version of a literary work with the written version</li> <li>• Read literary texts aloud to convey an</li> </ul>

	<p>interpretation of the work</p> <ul style="list-style-type: none"><li>• Interpret multiple levels of meaning and subtleties in text<ul style="list-style-type: none"><li>- engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning</li></ul></li><li>• Recognize and analyze the relevance of literature to contemporary and/or personal events and situations</li></ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"><li>• Form opinions and make judgments about the validity of interpretive texts</li><li>• Analyze and evaluate nonfiction<ul style="list-style-type: none"><li>- identify text structure, using supports such as graphic organizers</li><li>- preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings</li><li>- identify the particular kinds of language used in particular texts</li></ul></li><li>• Analyze and evaluate fiction, including the effect of diction and figurative language<ul style="list-style-type: none"><li>- use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness</li></ul></li><li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological</li><li>• Select, reject, and reconcile ideas and information in light of biases</li><li>• Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis</li></ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"><li>• Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts</li><li>• Consider the age, gender, social position, and cultural traditions of the writer</li><li>• Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication</li></ul>
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# Grade 11 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to <b>write</b> include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> <li>• Analyze and integrate data, facts, and ideas to communicate information</li> <li>• Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards</li> <li>• Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information</li> <li>• Maintain a portfolio that includes informational writing</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b>.</p> <ul style="list-style-type: none"> <li>• Write original literary texts               <ul style="list-style-type: none"> <li>- create social, historical, and/or cultural context</li> <li>- create multiple levels of meaning</li> </ul> </li> <li>• Write interpretive and responsive essays of approximately three to five pages to               <ul style="list-style-type: none"> <li>- express judgments and support them through references to the text, using direct quotations and paraphrase</li> <li>- explain how the author’s use of literary devices affects meaning</li> <li>- 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</li> <li>- compare and contrast the treatment of literary elements in different genres and by more than one author</li> <li>- use literary criticism to expand personal analysis of the literary text</li> <li>- engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights</li> </ul> </li> <li>• Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts</li> </ul>

	<ul style="list-style-type: none"><li>• Maintain a portfolio that includes literary, interpretive, and responsive writing</li></ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"><li>• Develop critiques from more than one perspective, such as historical, cultural, and social</li><li>• Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience</li><li>• Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements</li><li>• Use telecommunication to participate in Listserv discussion groups</li><li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li></ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"><li>• 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)</li><li>• Respect age, gender, and cultural traditions of the recipient</li></ul>
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# Grade 11 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to <b>listen</b> include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews</li> <li>• Anticipate the speaker’s points and assess their validity</li> <li>• Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas</li> <li>• Recognize appropriate voice, tone, diction, and syntax</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b>.</p> <ul style="list-style-type: none"> <li>• Interpret and respond to texts from a variety of genres, authors, and subjects</li> <li>• Respond to authors’ reading and discussing their works</li> <li>• Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text</li> <li>• Identify how format and language are used in presentations to communicate the author’s message and evoke a response</li> <li>• Recognize how presentation style affects the emotional response of listeners</li> <li>• Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b>.</p> <ul style="list-style-type: none"> <li>• Determine points of view, clarify positions, make judgments, and form opinions</li> <li>• Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations</li> <li>• Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker’s conclusion</li> <li>• Recognize the use of protocols and traditional practices in interviewing and other forms of speaking</li> <li>• Evaluate the impact of the medium on the message</li> </ul>

	<p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"><li>• Participate as a listener in social conversation with one or more people who are friends or acquaintances</li><li>• Respect the age, gender, social position, and cultural traditions of the speaker</li><li>• Listen for multiple levels of meaning, articulated and unspoken</li><li>• Encourage the speaker with appropriate facial expressions and gestures</li><li>• Withhold judgment</li><li>• Appreciate the speaker's uniqueness</li></ul>
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# Grade 11 Speaking

<b>LITERACY COMPETENCIES</b>	<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> <b>The grade-specific performance indicators that grade 11 students demonstrate as they learn to <b>speak</b> include</b>
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Prepare and give presentations to a variety of audiences on a range of informational topics</li> <li>• Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners</li> <li>• Anticipate and respond to the listener’s points of view</li> <li>• Give directions and explain complex processes</li> <li>• Ask and respond to probing and challenging questions to acquire information</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b>.</p> <ul style="list-style-type: none"> <li>• Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b>.</p> <ul style="list-style-type: none"> <li>• Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements</li> <li>• Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics</li> <li>• Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments</li> <li>• Modify content and presentation strategies on the basis of audience response during presentation</li> <li>• Respond to constructive criticism</li> <li>• Use visuals and technology to enhance presentation</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"> <li>• Speak informally with familiar and unfamiliar people, individually and in group settings</li> <li>• Respect the age, gender, social position, and cultural traditions of the listener</li> <li>• Use social communication in workplace settings to foster trust and build goodwill</li> <li>• Respond respectfully</li> </ul>