

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
---	--

Grade 12 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 12 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, public, academic, and special library resources for information and research <ul style="list-style-type: none"> - use primary and secondary sources, such as dictionaries and abstracts - set purpose for reading by asking questions about what they need to know for their research • Check consistency of hypothesis with given information and assumption • Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large <ul style="list-style-type: none"> - employ a range of post-reading practices to think about new learning and to plan future learning <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays <ul style="list-style-type: none"> - read and discuss literary criticism - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives • 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 • Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism • Interpret multiple levels of meaning and subtleties in text

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

- Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience
 - identify text structure, using supports such as graphic organizers
 - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings
 - focus on key word/phrases that signal that the text is heading in a particular direction
 - identify the particular kinds of language used in particular texts
- Analyze and evaluate poetry in order to recognize the use and effect of
 - sensory imagery
 - figurative language
 - verse form
- Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form
- Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective
- 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
- Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader

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, and discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Understand and anticipate the author's use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 12 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>The grade-specific performance indicators that grade 12 students demonstrate as they learn to write include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use and integrate a wide range of organizational strategies to present information • Define the meaning of and understand the consequences of plagiarism; investigate college and university policies • 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 interpretive and responsive essays of approximately five 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, such as allegory, stream of consciousness, and irony, affects meaning - 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 text • 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"> • Develop critiques from more than one perspective, such as historical, cultural, social, and psychological • 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 the age, gender, and cultural traditions of the recipient

Grade 12 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 12 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 and analyze information from media presentations, such as documentary films, news broadcasts, taped interviews, and debates • Recognize the speaker’s use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions <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 • Identify how format and language are used in presentations to communicate the author’s message and evoke a response • Recognize how presentation styles affect the emotional responses of listeners <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Determine points of view to clarify positions, make judgments, and form opinions • Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker’s conclusion • 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, public speaking, interviewing, reviewing literary works, and other forms of speaking • Evaluate the impact of the medium on the message <p>Standard 4: Students will read, write, listen, and speak 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 <ul style="list-style-type: none"> • 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

Grade 12 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 12 students demonstrate as they learn to <i>spea</i>k 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, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches • Give directions and explain complex processes <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present interpretations and responses to literary texts and performances in presentations to school and public audiences <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents, and in advertisements • Present reasons, examples, and details from sources such as films to defend opinions or judgments • Respond to constructive criticism • Use visuals and technology to enhance presentation <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