

## 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 9 Reading

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><b>The grade-specific performance indicators that grade 9 students demonstrate as they learn to read include</b></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 and public library resources for information and research <ul style="list-style-type: none"> <li>- define a purpose for reading by asking questions about what they need to know for their research</li> </ul> </li> <li>• Use specialized reference sources, such as glossaries and directories</li> <li>• Read and follow written, complex directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> <li>- demonstrate task awareness by employing flexible strategies</li> </ul> </li> <li>• Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> <li>- focus on key words and phrases to generate research questions</li> </ul> </li> <li>• Recognize the defining features and structures of informational texts</li> <li>• Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites</li> <li>• Identify and evaluate the validity of informational sources, with assistance</li> <li>• Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</li> </ul> <p>• Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> <li>- employ a range of post-reading practices</li> </ul> </p> <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 from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays) <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</li> </ul> </li> </ul>

	<p>story is presented and the period in which it was written</p> <ul style="list-style-type: none"> <li>• Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</li> <li>• Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work       <ul style="list-style-type: none"> <li>- check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements</li> </ul> </li> <li>• Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode</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 interpretation of the work       <ul style="list-style-type: none"> <li>- engage in a variety of shared reading experiences, such as choral reading and reader's theatre</li> </ul> </li> <li>• Read works with a common theme and compare the treatment of that theme by different authors</li> <li>• Interpret multiple levels of meaning in text</li> <li>• Recognize relevance of literature to 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 accuracy of information and personal texts</li> <li>• Generate a list of significant questions to assist with analysis of text</li> <li>• Analyze and evaluate nonfiction texts       <ul style="list-style-type: none"> <li>- determine the significance and reliability of information</li> <li>- focus on key words/phrases that signal that the text is heading in a particular direction</li> </ul> </li> <li>• Analyze and evaluate poetry to recognize the use and effect of       <ul style="list-style-type: none"> <li>- rhythm, rhyme, and sound pattern</li> <li>- repetition</li> <li>- differences between language of the poem and everyday language of readers</li> </ul> </li> <li>• Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements</li> <li>• Analyze and evaluate fiction, including       <ul style="list-style-type: none"> <li>- the development of a central idea or theme</li> <li>- the development of characters and their actions</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"><li>- the elements of the plot, such as conflict, climax, and resolution</li><li>- the significance of the title</li><li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective</li><li>• Select, reject, and reconcile ideas and information in light of prior knowledge and experiences</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 or 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, email conventions) that are appropriate to social communication</li></ul>
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# Grade 9 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><b>The grade-specific performance indicators that grade 9 students demonstrate as they learn to write include</b></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>• Select and limit topics for informational writing, with assistance</li> <li>• Analyze data and facts to communicate information</li> <li>• Take notes from written and oral texts, such as lectures and interviews</li> <li>• Use a range of organizational strategies to present information</li> <li>• Apply new information in different contexts and situations</li> <li>• Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet</li> <li>• Define the meaning of and understand the consequences of plagiarism</li> <li>• Use paraphrase and quotation in order to communicate information most effectively</li> <li>• Use charts, graphs, or diagrams to illustrate informational text</li> <li>• Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography</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>- use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader</li> <li>- maintain consistent point of view, including first-person, third-person, or omniscient narrator</li> <li>- create a personal voice</li> </ul> </li> <li>• Write interpretive and responsive essays of approximately three 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>- engage in a variety of prewriting experiences,</li> </ul> </li> </ul>

	<p>such as using a variety of visual representations to express interpretations, feelings, and new insights</p> <ul style="list-style-type: none"><li>- compare and contrast the treatment of literary elements in different genres and by more than one author</li><li>• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</li><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>• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</li><li>• Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences</li><li>• Use strategies designed to influence or persuade in advertisements</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 the age, gender, and cultural traditions of the recipient</li><li>• Write and share personal reactions to experiences, events, and observations, using a form of social communication</li><li>• Identify and model the social communication techniques of published authors</li><li>• Distinguish between the conventions of academic writing and the conventions of email</li><li>• Maintain a portfolio that includes writing for social interaction</li></ul>
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# Grade 9 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 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 information from media presentations, such as news broadcasts and taped interviews</li> <li>• Listen to and follow complex directions or instructions</li> <li>• Identify the speaker's purpose and motive for communicating information</li> <li>• Recognize appropriate voice and tone</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 and performances from a variety of genres, authors, and subjects</li> <li>• Respond to authors' reading and discussing their works</li> <li>• Recognize features of literary genres in interpreting presentations of literary text</li> <li>• Recognize historical and contemporary social and cultural conditions in presentation of literary texts</li> <li>• Connect literary texts to prior knowledge, personal experience, and contemporary situations</li> <li>• Identify multiple levels of meaning in presentation 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>• Recognize and acknowledge various perspectives on issues of local and national concern</li> <li>• Determine points of view</li> <li>• Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations</li> <li>• Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details</li> <li>• Evaluate the possible bias of the speaker, in order to judge the validity of the content</li> <li>• Recognize the use of protocols and traditional practices in public speaking</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</li> </ul>

	<p>with one or more people who are friends, acquaintances, or strangers</p> <ul style="list-style-type: none"><li>• Respect 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 9 Speaking

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><b>The grade-specific performance indicators that grade 9 students demonstrate as they learn to <b>speak</b> include</b></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 on a range of informational topics</li> <li>• Use notes or speaking points to assist in delivery</li> <li>• Express a point of view, providing supporting facts</li> <li>• Give directions and explain a process</li> </ul> <p><b>Standard 2:</b> Students <b>will read, write, listen, and speak for literary response and expression</b>.</p> <ul style="list-style-type: none"> <li>• Express opinions and support them through references to the 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>• Describe the features of the genre to interpret and respond to literary text</li> <li>• Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response</li> <li>• Use media to support presentation of original and interpretive texts</li> <li>• Ask and respond to questions and follow-up questions to clarify interpretation               <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 make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives</li> </ul> </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 and historical articles</li> <li>• Articulate personal opinions to clarify stated positions</li> <li>• Present content that is clearly organized and based on knowledge of audience needs and interests</li> <li>• Present arguments from different perspectives</li> </ul>

	<ul style="list-style-type: none"><li>• Speak extemporaneously to clarify or elaborate</li><li>• Respond to constructive criticism</li><li>• Use visuals and technology to enhance presentation</li><li>• Ask and respond to questions to seek clarity</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>• Speaking 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>• Provide feedback by asking questions designed to encourage further conversation</li><li>• Respond to the listener's interests, needs, and reactions to social conversations</li><li>• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting</li><li>• Select language and behavior appropriate to the purpose, occasion, and listener</li><li>• Adopt the conventions of email to establish friendly tone in electronic-based social communication</li><li>• Respond respectfully</li></ul>
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