

# **English Language Arts Content and Performance Standards**

## **Reading Content Standard 9/10.1**

Students engage in a reading process in which they respond to, comprehend and analyze a variety of genres and perspectives.

- Students construct and clarify meaning.
- Students draw on personal experience to make meaning.
- Students make meaning by flexible use of comprehension strategies.
- Students make extension and applications of text.
- Students examine texts critically and evaluate them.

### **Performance Standard 9/10.1.1**

Students will respond to a variety of genres and cultural perspectives.

Students will respond to text:

- To make meaning of the text—both fiction and nonfiction;
- To make predictions and inferences; and
- To make connections between texts and personal and cultural experiences.

**Students might demonstrate the ability to achieve this performance standard by:**

- Underlining key phrases;
- Circling unknown words;
- Asking questions of author while reading;
- Making comments while reading;
- Stopping during reading to make predictions;
- Keeping track of story/premise as it unfolds;
- Making an inference chart with two columns—what the reader knows about a character and what the reader can infer about the character;
- Making a story chart with three columns—incident in the text, significance of the incident, relate incident in story to one in student's life; and
- Writing about a personal experience that connects in some way to the characters or plot of the text.

### **Performance Standard 9/10.1.2**

Students will analyze texts from a variety of genres and cultural perspectives.

Students will analyze texts:

- To examine elements of text such as setting, character, plot and theme;
- To identify a theme or topic and support it with evidence such as facts, examples, incidents or citations;
- To determine the effect of voice, perspective and point of view; and

- To identify the author's use of various devices such as figurative language, foreshadowing, symbolism and dramatic irony.

**Students might demonstrate the ability to achieve this performance standard by:**

- Using a double-entry journal to record examples of similes, metaphors, and personification and the qualities implied by the comparison;
- Examining the title and its relationship to the text;
- Rewriting a portion of a nonfiction text reflecting a different point of view;
- Rewrite a portion of the text in the voice of a different character;
- Recording examples of foreshadowing and predicting the the related outcome;
- Creating a list of beliefs and feelings of the author as they relate to the author's voice, perspective and point of view.
- Identifying theme through teacher-led discussions.

**Performance Standard 9/10.1.3**

Students will read and comprehend informational materials to develop understanding and expertise.

Students will read and comprehend by:

- Restating or summarizing information;
- Relating new information to prior knowledge and experience;
- Extending ideas;
- Making connection to related topics or information; and
- Implementing understanding of text structure.

**Students might demonstrate the ability to achieve this performance standard by:**

- Writing exhibit notes or captions for historical or artistic exhibits;
- Incorporating expert opinions and data into a speech or opinion paper; and
- Developing a portfolio of materials about a particular career choice.

**Performance Standard 9/10.1.4**

Students will read at least 50,000 words during the ninth grade and 75,000 words during the tenth grade. The materials read are drawn from traditional and contemporary works, including fiction—realistic fiction, fantasy, historical fiction, science fiction, mystery—and nonfiction—biography, autobiography, essay and expository writing. They include magazines, newspapers, textbooks and online materials.

Students will:

- Read works representing at least three different genres or categories;
- Read works representing a range of authors—diversity of time periods as well as ethnic and cultural diversity.

**Students might demonstrate the ability to achieve this performance standard by:**

- Maintaining an annotated list of works read, organized according to author, theme or genre;
- Maintaining reading logs or journals; and
- Participating in informal book talks.

### **Performance Standard 9/10.1.5**

Students engage in the study and application of word analysis, fluency and systematic vocabulary development by applying their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Students will:

- Identify and use the literal and figurative meanings of words, and understand word derivation;
- Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words; and
- Identify and use knowledge of the origins of Greek, Roman, Norse and other world mythologies to understand the meaning of new words.

**Students might demonstrate the ability to achieve this performance standard by:**

- Creating a graphic organizer when reading difficult text such as Shakespeare that is divided into three parts—What Doth Thou Mean, Where Doth Thou Come From, and Can'st Thou Guess the Meanings?
- Taking a selection of difficult text and translating into daily language.
- Selecting certain lines from texts and in one column state the literal meaning, and in the second column state the figurative meaning and in third state the difference.

## **Writing**

### **Content Standard 9/10.2**

Students engage in a writing process to understand the uses and power of language, to formulate their ideas and values and to communicate them to others.

- Students write to a range of audiences for a variety of purposes.
- Students use the stages of the writing process appropriately.
- Students write in a variety of genres.
- Students use the appropriate conventions of written and spoken English.
- Students perform authentic or real-world writing tasks.

### **Performance Standard 9/10.2.1**

Students will create written, oral or multimedia texts using a range of their own voices.

Students will create text to:

- Reflect their own culture;
- Elucidate their perspectives; and
- Demonstrate appropriate uses of voice.

**Students might demonstrate the ability to achieve this performance standard by:**

- Interviewing and transcribing the interview;
- Writing a journal on the interviewee's use of voice;
- Write several journals on student's different use of voice in different situations;
- Write an essay reflecting on the varied uses of voice.

### **Performance Standard 9/10.2.2**

Students will produce a narrative account (autobiographical or fictional) in which they:

- Engage the reader by establishing a context or otherwise develop reader interest;
- Establish a situation, plot, point of view, setting, and/or conflict;
- Create an organizing structure;
- Include sensory details and concrete language;
- Exclude extraneous details and inconsistencies; and
- Provide a sense of closure.

**Students might demonstrate the ability to achieve this performance standard by creating:**

- A biographical account
- A personal narrative
- A short story.

### **Performance Standard 9/10.2.3**

Students will create a response to literature in which they:

- Engage the reader by establishing a context or otherwise develop reader interest.
- Advance a judgement that is interpretive or analytical;
- Support a judgement through references to the text, to other texts, to observations or to personal experiences;
- Show an understanding of the author's point of view; and
- Provide a sense of closure to the text.

**Students might demonstrate the ability to achieve this performance Standard by:**

- Evaluating a movie or a piece of literature;
- Comparing a piece of literature with its adaptation or presentation in in another medium, such as film; and
- Creating a web page of recommended works.

### **Performance Standard 910.2.4**

Students will produce a persuasive essay in which they:

- Engage the reader by establishing a context or otherwise develop reader interest;
- Develop a controlling idea that makes a clear and knowledgeable judgement;
- Create an organizing structure that is appropriate to the needs, values and interests of a specified audience and arrange details, reasons, examples and anecdotes effectively and persuasively;
- Include appropriate information and arguments and exclude information and arguments that are irrelevant;
- Support arguments with detailed evidence, citing sources of information as appropriate;
- Use a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes; and
- Provide a sense of closure.

**Students might demonstrate the ability to achieve this performance standard by creating:**

- An evaluation of a process or a service;
- A brochure or an advertisement for a product or a place; and
- An analysis of a condition or a situation of significance.

### **Performance Standard 910.2.4**

Students produce a report in which they:

- Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develop an organizing idea that conveys a perspective on the subject;
- Create an organizing structure appropriate to purpose, audience and context;
- Include appropriate facts and details;
- Exclude extraneous and inappropriate information;
- Use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting;
- Include sources, quotes, and information when appropriate; and
- Provides a sense of closure.

**Students might demonstrate the ability to achieve this performance standard by creating:**

- An interdisciplinary report

- An I-Search paper

## **Conventions, Grammar, and Usage of the English Language Content Standard 9/10.3**

### **Performance Standard 9/10.3.1**

Students demonstrate an understanding of the applications of the rules of standard written and spoken English and select the structures and features of language appropriate to the purpose, audience and context of the work, demonstrating control of grammar, paragraph structure, sentence construction, mechanics and standard usage.

**Students might demonstrate the ability to achieve this performance standard by:**

- Writing an essay in which they demonstrate their ability to manage the conventions, grammar and usage of English;
- Independently and accurately proofreading their own writing or the writing of others, using dictionaries, thesauruses, and other resources;
- Observing the conventions of language during formal oral presentations.

### **Performance Standard 9/10.3.2**

In written and oral work, students select the structures and features of language appropriate to the purpose, audience and context of the work, demonstrating control of fluency and clarity.

**Students might demonstrate the ability to achieve this performance standard by:**

- Writing complete sentences without fragments or run-ons—using appropriate punctuation;
- Paragraphing—organizing for intended audience and purpose;
- Using standard conventions—using capitalization, indicating titles and abbreviations, and using quotation marks in dialogue;
- Making sure that there is agreements of subject and verbs and nouns and pronouns and their antecedents.

### **Performance Standard 9/10.3.3**

Students analyze and subsequently revise written work to clarify the meaning or make it more effective in communicating the intended message to the intended audience, including:

- Adding or deleting details;
- Adding or deleting explanations;
- Clarifying difficult passages;
- Rearranging words, sentences and paragraphs to improve or clarify meaning;
- Rethinking and/or rewriting the piece for different audiences and purposes.

**Students might demonstrate the ability to achieve this performance standard by:**

- Producing a series of distinctly different drafts that result in a polished piece of writing;
- Reflecting on, critiquing and proofreading the writing of a peer;
- Incorporating into revised draft, as appropriate, suggestions taken from critiques made by peers and teachers.

### **Speaking, Listening and Viewing Content Standard 9/10.4**

Students engage in speaking, listening and viewing to express, explore and learn about ideas.

The students will:

- Gather and share information, persuade others, express and understand ideas, coordinate activities with others and select and critically analyze messages;
- Communicate effectively in on-to-one conferences , small group interactions, large group meetings and discussions and in interactions with broadcast media representatives.
- Reflect on and assess their own performance and process as a speaker, listener and viewer.

#### **Performance Standard 9/10.4.1**

Students participate in one-to-one conferences with a teacher, paraprofessional, adult volunteer or peer, in which they:

- Initiate new topics in addition to responding to topics initiated by the other person;
- Ask relevant questions;
- Respond to questions with appropriate elaboration;
- Confirms understanding by paraphrasing the other's directions or suggestions.

**Students might demonstrate the ability to achieve this performance standard by:**

- Participating in student-teacher conferences;
- Participating in peer tutoring, peer editing, or cross-age tutoring groups;
- Participating in student response groups.

#### **Performance Standard 9/10.4.2**

Students participate in group meetings in which they:

- Display appropriate turn-taking behaviors;
- Actively solicits another person's comment or opinion;

- Asserts an individual point of view while still contributing toward group goals;
- Respond appropriately to comments and questions;
- Volunteer contributions and respond when directly solicited;
- Give reasons in support of opinions expressed.
- Clarify, illustrate or expand on a response when asked to do so; ask classmates for similar expansions;
- Employ a group decision-making techniques, such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).
- Divide labor to achieve a group goal.

**Students might demonstrate the ability to achieve this performance standard by:**

- Creating a plan for a group project;
- Developing and negotiating classroom rubrics
- Engaging in large and small classroom discussions including Socratic seminar, town meetings, reading circles;
- Participating in book talks;
- Role-playing to better understand a topic.

**Performance Stand 9/10.4.3**

Students prepare and deliver an individual presentation or participate a formal debate in which they:

- Use various means of gathering information including library and internet sources and learns how to evaluate their value;
- Select and organize information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- Select and organize content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- Speak from notes or recites from memory;
- Develop several main points relating to a single thesis;
- Anticipate the arguments of opponents;
- Engage the audience with the appropriate verbal cues, eye contact and visual supports when appropriate;
- Project a sense of individuality and personality in selecting and organizing content and in delivery.

**Students might demonstrate the ability to achieve this performance standard by:**

- Making an individual dramatic presentation such as a monologue, reader's theater presentation, poetry recitation/interpretation, a lesson presented to the class;
- Making an informal expression of understanding about literature such as participating in hot seat activity, class or group discussion, a group



activity in which students adopt the persona of a character in literature and answer question from the character's perspective, fishbowl, a literature discussion strategy that combines elements of debate, symposium, and round table discussion;  
 Participating in a public panel discussion during which each member of the panel speaks about a particular area of expertise relating to al overall topic;

- Participating in a forum discussion during which audience members question and respond to panelists during the presentation;
- Taking part in various forms of debate;

#### **Performance Standard 9/10.4.4**

Students make informed judgments about television, radio, film and multi-media presentation; that is, students:

- Demonstrate an awareness of the presence of the media in the daily lives of most people;
- Evaluate the role of the media in focusing attention and in forming opinions;
- Judge the extent to which various media are sources of entertainment as well as sources of information;
- Define the role of advertising as part of media presentation;
- Act as critical viewer, reader, listener (have knowledge of how message is communicated).

**Students might demonstrate the ability to achieve this performance standard by:**

- Defining propaganda terminology and recognizing examples of it;
- Maintaining a week's log documenting personal viewing habits;
- Describing the appeal of particularly memorable commercials;
- Writing and publishing reviews of websites, televisions programs, movies or radio programs.

#### **Performance Standard 9/10.4.5**

Students listen to and analyze an instance of public speaking in which they:

- Take notes on important information;
- Identify types of arguments—causation, authority, analogy—and identify types of logical fallacies—*ad hominem*, inferring causation from correlation, over generalization;
- Accurately summarize the main points of each speaker's remarks;
- Formulate judgments about the issues.

**Students might demonstrate the ability to achieve this performance standard by:**

- Taking notes while attending or viewing a meeting, a lecture, a political debate or an oral presentation.