

Grades 9-12

English Language Arts  
Curriculum Framework

Amended 2006

# English Language Arts Curriculum Frameworks

## Standards

|   |   |
|---|---|
| Oral and Visual Communications          |   |
| 1. Speaking                             | Students shall demonstrate effective oral communication skills to express ideas and to present information.   |
| 2. Listening                            | Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.  |
| 3. Media Literacy                       | Students shall demonstrate knowledge and understanding of media as a mode of communication.   |
| Writing                                 |   |
| 4. Process                              | Students shall employ a wide range of strategies as they write, using the writing process appropriately.  |
| 5. Purpose, Topics, Forms and Audiences | Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.   |
| 6. Conventions                          | Students shall apply knowledge of Standard English conventions in written work.   |
| 7. Craftsmanship                        | Students shall develop personal style and voice as they approach the craftsmanship of writing.  |
| Reading                                 |   |
| 8. Foundations of Reading               | Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.       |
| 9. Comprehension                        | Students shall apply a variety of strategies to read and comprehend printed material.   |
| 10. Variety of text                     | Students shall read, examine, and respond to a wide range of texts for a variety of purposes.   |
| 11. Vocabulary, Word Study and Fluency  | Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.  |
| Inquiring/Researching                   |   |
| 12. Research/Inquiry Process            | Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience. |

\*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9   | Grade 10  | Grade 11   | Grade 12   |
|---|---|---|--|--|
| Speaking to share understanding and information | <p>OV.1.9.1<br/>Create, present, and adjust oral language to audience and appropriately apply the rules of standard English</p> <p>OV.1.9.2<br/>Prepare and participate in informal discussions and activities, such as oral presentations, group discussions/work teams, and debates that</p> <ul style="list-style-type: none"> <li>• exhibit a logical structure appropriate to the audience, context, and purpose</li> <li>• maintain focus</li> <li>• include transitions</li> <li>• provide coherent conclusions</li> <li>• employ proper eye contact, speaking rate, and gestures</li> </ul> | <p>OV.1.10.1<br/>Create, present, and adjust oral language to audience and appropriately apply the rules of standard English</p> <p>OV.1.10.2<br/>Prepare and participate in informal discussions and activities, such as presentations, group discussions/work teams, and debates that:</p> <ul style="list-style-type: none"> <li>• exhibit a logical structure appropriate to the audience, context, and purpose</li> <li>• maintain focus</li> <li>• include transitions</li> <li>• provide coherent conclusions</li> <li>• employ proper eye contact, speaking rate, and gestures</li> <li>• emphasize volume, enunciation, and inflection to communicate ideas effectively</li> <li>• build on the ideas of others by contributing relevant information in group discussions</li> </ul> | <p>OV.1.11.1<br/>Prepare and participate in formal discussions, such as Socratic discussions and job interviews</p> <p>OV.1.11.2<br/>Present a formal multi-media presentation that supports judgments with sound evidence and well-chosen details</p> | <p>OV.1.12.1<br/>Prepare and participate in such structured discussions as mock trials and other discussions or presentations outside the classroom</p> <p>OV.1.12.2<br/>Present a formal multi-media presentation that makes skillful use of rhetorical devices such as:</p> <ul style="list-style-type: none"> <li>• repetition</li> <li>• rhetorical questions</li> <li>• verbal irony</li> <li>• exaggeration</li> <li>• understatement</li> <li>• chiasmus</li> <li>• anaphora</li> </ul> |

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9   | Grade 10  | Grade 11  | Grade 12  |
|---|---|---|---|---|
| Speaking to share understanding and information         | OV.1.9.3<br>Use appropriate visual aids in presentations  | OV.1.10.3<br>Use appropriate visual aids in presentations   |   |   |
| Speaking for literary response, expression and analysis | OV.1.9.4<br>Perform a variety of speaking activities such as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews | OV.1.10.4<br>Perform a variety of speaking activities such as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, and excerpts from famous speeches | OV.1.11.3<br>Perform a variety of speaking activities such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras | OV.1.12.3<br>Perform a variety of speaking activities such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras |

Strand: Oral and Visual Communication  
 Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings to facilitate information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|  | Grade 9   | Grade 10  | Grade 11  | Grade 12  |
|--|---|---|---|---|
| Listening for information, interpretation, critical analysis, and evaluation | <p>OV.2.9.1<br/>Analyze how the conventions of English affect oral expressions</p> <p>OV.2.9.2<br/>Establish a purpose for listening and identify relevant information</p> <p>OV.2.9.3<br/>Identify barriers to listening and generate methods to overcome them</p> | <p>OV.2.10.1<br/>Interpret oral readings from literary and informational texts</p> <p>OV.2.10.2<br/>Identify barriers to listening and generate methods to overcome them</p> <p>OV.2.10.3<br/>Critique oral communications for false assumptions, errors, loaded terms, and sarcasm</p> | <p>OV.2.11.1<br/>Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages</p> <p>OV.2.11.2<br/>Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations</p> <p>OV.2.11.3<br/>Identify barriers to listening and generate methods to overcome them</p> <p>OV.2.11.4<br/>Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery</p> | <p>OV.2.12.1<br/>Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages</p> <p>OV.2.12.2<br/>Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations</p> <p>OV.2.12.3<br/>Identify barriers to listening and generate methods to overcome them</p> <p>OV.2.12.4<br/>Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery</p> <p>OV.2.12.5<br/>Critique relationships among purpose, audience, and content of presentations</p> |

Strand: Oral and Visual Communication  
 Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings to facilitate information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|  | Grade 9  | Grade 10   | Grade 11  | Grade 12  |
|--|--|--|---|---|
| Listening for information, interpretation, critical analysis, and evaluation | <p>OV.2.9.4<br/>           Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include:</p> <ul style="list-style-type: none"> <li>listening with civility to ideas of others</li> <li>gaining the floor in respectful ways</li> <li>offering dissent courteously</li> <li>ensuring a hearing of diverse positions</li> <li>avoiding premature consensus</li> </ul> | <p>OV.2.10.4<br/>           Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include:</p> <ul style="list-style-type: none"> <li>extracting essential information from others' input</li> <li>contributing relevant information or ideas in group discussions</li> <li>evaluating the range and quality of evidence used to support or oppose an argument</li> </ul> | <p>OV.2.11.5<br/>           Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include:</p> <ul style="list-style-type: none"> <li>maintaining independent judgment</li> <li>defining individuals' roles and responsibilities an setting clear goals,</li> <li>acknowledging the ideas and contributions of individuals in the group</li> <li>understanding the purpose fo the team project and the ground rules for decision making</li> <li>selecting leader/spokesperson when necessary</li> </ul> | <p>OV.2.12.6<br/>           Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include recognizing:</p> <ul style="list-style-type: none"> <li>common logical fallacies</li> <li>the personal attack</li> <li>the appeal to common opinion and the false dilemma (assuming only two options when there are more options available)</li> <li>the lack of proof for a point being argued</li> </ul> |

Strand: Oral and Visual Communication

Standard 3: *Media Literacy*

Students shall demonstrate knowledge and understanding of media as a mode of communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                              | Grade 9   | Grade 10   | Grade 11  | Grade 12   |
|------------------------------|---|--|---|--|
| Analyzing media              | <p>OV.3.9.1<br/>Compare the advantages and disadvantages of various types of media</p> <p>OV.3.9.2<br/>Articulate personal response to such media as editorials, news stories, and advertisements</p> | <p>OV.3.10.1<br/>Identify features and techniques used by specific media (print and electronic) to inform, such as info graphics, sequencing, headlining, and placement</p> <p>OV.3.10.2<br/>Demonstrate an understanding of features and techniques used by media for specific effect</p> | <p>OV.3.11.1<br/>Describe the possible cause-effect relationships between mass media coverage and public opinion trends</p> | <p>OV.3.12.1<br/>Analyze techniques used in political and product ads to recognize:</p> <ul style="list-style-type: none"> <li>• common logical fallacies</li> <li>• personal attack</li> <li>• appeal to common opinion</li> <li>• false dilemma (assuming only two options when there are more options available)</li> <li>• the lack of proof for a point being argued</li> </ul> |
| Evaluating media credibility | <p>OV.3.9.3<br/>Identify and evaluate a media source for bias and point of view</p>   | <p>OV.3.10.3<br/>Identify and evaluate propaganda, disinformation, and censorship within a given medium</p>  | <p>OV.3.11.2<br/>Use appropriate criteria to evaluate media with emphasis on prejudice, censorship, and disinformation</p>  | <p>OV.3.12.2<br/>Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs</p>   |

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|            | Grade 9  | Grade 10   | Grade 11  | Grade 12  |
|------------|--|--|---|---|
| Prewriting | <p>W.4.9.1<br/>Generate, gather, and organize ideas for writing</p> <p>W.4.9.2<br/>Plan and organize writing to address a specific audience and purpose with emphasis on narration</p>   | <p>W.4.10.1<br/>Apply appropriate prewriting strategies to address purpose and audience with emphasis on description</p>   | <p>W.4.11.1<br/>Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition</p>   | <p>W.4.12.1<br/>Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion</p>   |
| Drafting   | <p>W.4.9.3<br/>Communicate clearly the purpose of the writing</p> <p>W.4.9.4<br/>Write clear and varied sentences</p> <p>W.4.9.5<br/>Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> <p>W.4.9.6<br/>Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> <p>W.4.9.7<br/>Arrange paragraphs into a logical progression with appropriate transition</p> | <p>W.4.10.2<br/>Communicate clearly the purpose of the writing</p> <p>W.4.10.3<br/>Write clear and varied sentences</p> <p>W.4.10.4<br/>Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> <p>W.4.10.5<br/>Adapt content vocabulary, voice and tone to audience, purpose, and situation</p> <p>W.4.10.6<br/>Arrange paragraphs into a logical progression with appropriate transition</p> | <p>W.4.11.2<br/>Communicate clearly the purpose of the writing</p> <p>W.4.11.3<br/>Write clear and varied sentences</p> <p>W.4.11.4<br/>Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> <p>W.4.11.5<br/>Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> <p>W.4.11.6<br/>Arrange paragraphs into a logical progression with appropriate transition</p> | <p>W.4.12.2<br/>Communicate clearly the purpose of the writing</p> <p>W.4.12.3<br/>Write clear and varied sentences</p> <p>W.4.12.4<br/>Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> <p>W.4.12.5<br/>Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> <p>W.4.12.6<br/>Arrange paragraphs into a logical progression with appropriate transition</p> |

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9  | Grade 10   | Grade 11   | Grade 12   |
|---|--|--|--|--|
| Revising  | <p>W.4.9.8<br/>Revise content of writing for central idea, elaboration, unity, and organization</p> <p>W.4.9.9<br/>Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice</p> <p>W.4.9.10<br/>Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p> | <p>W.4.10.7<br/>Revise content of writing for central idea, elaboration, unity, and organization</p> <p>W.4.10.8<br/>Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p> <p>W.4.10.9<br/>Revise sentence formation in writing for completeness, coordination, subordination, standard word order and absence of fused sentences</p> | <p>W.4.11.7<br/>Revise content of writing for central idea, elaboration, unity, and organization</p> <p>W.4.11.8<br/>Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p> <p>W.4.11.9<br/>Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p> <p>W.4.11.10<br/>Evaluate how well questions of purpose, audience, and genre have been addressed</p> | <p>W.4.12.7<br/>Revise content of writing for central idea, elaboration, unity, and organization</p> <p>W.4.12.8<br/>Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p> <p>W.4.12.9<br/>Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p> <p>W.4.12.10<br/>Evaluate how well questions of purpose, audience, and genre have been addressed</p> |
| <p>Editing</p> <p>Note to teacher: Align with Conventions Standard.</p> | <p>W.4.9.11<br/>Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p> <p>W.4.9.12<br/>Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>   | <p>W.4.10.10<br/>Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p> <p>W.4.10.11<br/>Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>   | <p>W.4.11.11<br/>Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p> <p>W.4.11.12<br/>Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>   | <p>W.4.12.11<br/>Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p> <p>W.4.12.12<br/>Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>   |

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|            | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
|------------|---|--|--|--|
| Publishing | <p>W.4.9.13<br/>Refine selected pieces frequently to publish for intended audiences and purposes</p> <p>W.4.9.14<br/>Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations</p> <p>W.4.9.15<br/>Use available technology for all aspects of the writing process</p> | <p>W.4.10.12<br/>Refine selected pieces frequently to publish for intended audiences and purposes</p> <p>W.4.10.13<br/>Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations</p> <p>W.4.10.14<br/>Use available technology for all aspects of the writing process</p> | <p>W.4.11.13<br/>Refine selected pieces frequently to publish for intended audiences and purposes</p> <p>W.4.11.14<br/>Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations</p> <p>W.4.11.15<br/>Use available technology for all aspects of the writing process</p> | <p>W.4.12.13<br/>Refine selected pieces frequently to publish for intended audiences and purposes</p> <p>W.4.12.14<br/>Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations</p> <p>W.4.12.15<br/>Use available technology for all aspects of the writing process</p> |

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                        | Grade 9  | Grade 10  | Grade 11   | Grade 12  |
|------------------------|--|---|--|---|
| Purposes and Audiences | W.5.9.1<br>Adjust levels of formality, style, and tone when composing for different audiences  | W.5.10.1<br>Adjust levels of formality, style, and tone when composing for different audiences  | W.5.11.1<br>Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments  | W.5.12.1<br>Use elements of discourse effectively when completing narrative, expository, persuasive, or descriptive writing assignments   |
| Topics and Forms       | <p>W.5.9.2<br/>Write biographies or autobiographies that:</p> <ul style="list-style-type: none"> <li>• communicate the significance of the events and characters</li> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in point of view</li> </ul> <p>W.5.9.3<br/>Write expository compositions, including analytical essays and research reports that:</p> <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> </ul> | <p>W.5.10.2<br/>Write short stories that:</p> <ul style="list-style-type: none"> <li>• communicate the significance of the events and characters</li> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in point of view</li> </ul> <p>W.5.10.3<br/>Write expository compositions, including analytical essays, and research reports that:</p> <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts, and ideas</li> </ul> | <p>W.5.11.2<br/>Write expository compositions, including analytical essays and research reports, that:</p> <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts, and ideas</li> <li>• employ visual aids when appropriate</li> </ul> | <p>W.5.12.2<br/>Write expository compositions, including analytical essays and research reports, that:</p> <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts and ideas</li> <li>• employ visual aids when appropriate</li> </ul> |

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                  | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
|------------------|---|--|--|--|
| Topics and Forms | <p>W.5.9.4<br/>Write using rhetorical strategies with special emphasis on definition, narration, description, exemplification, and compare/contrast</p> | <p>W.5.10.4<br/>Write using rhetorical strategies with special emphasis on exemplification, process/analysis, comparison/contrast, and argumentation/persuasion that demonstrate logic</p> | <p>W.5.11.3<br/>Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic</p> <p>W.5.11.4<br/>Write persuasive compositions that use logic to:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments</li> <li>• clarify and defend positions with precise and relevant evidence</li> <li>• use specific rhetorical devices to support assertions</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> </ul> | <p>W.5.12.3<br/>Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic</p> <p>W.5.12.4<br/>Write persuasive compositions that use logic to:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments</li> <li>• clarify and defend positions with precise and relevant evidence</li> <li>• use specific rhetorical devices to support assertions</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> </ul> |

Strand: Writing

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|                  | Grade 9   | Grade 10   | Grade 11   | Grade 12  |
|------------------|---|--|--|---|
| Topics and Forms | <p>W.5.9.5<br/>Write a variety of work related documents such as letters, including letters of complaint or apology, that:</p> <ul style="list-style-type: none"> <li>• follow a customary format, including proper salutation, closing and signature and create predictable structures through the use of headings, white space, and graphics</li> <li>• address audience needs, stated purpose and context</li> <li>• provide clear, purposeful information that includes relevant information and excludes extraneous information</li> <li>• use appropriate vocabulary, tone, and style</li> <li>• use appropriate strategies, such as providing facts and details and/or describing and analyzing the subject</li> </ul> | <p>W.5.10.5<br/>Write a variety of work related documents such as memos, emails, and correspondence, that:</p> <ul style="list-style-type: none"> <li>• follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics</li> <li>• address audience needs, stated purpose and context</li> <li>• provide clear, purposeful information that includes relevant information and excludes extraneous information</li> <li>• use appropriate vocabulary, tone, and style</li> <li>• use appropriate strategies, such as providing facts and details, describing and analyzing the subject, and explaining benefits or limitations</li> </ul> | <p>W.5.11.5<br/>Write a variety of work related documents such as proposals, project plans, and letters, including letters for employment and letters of request, that:</p> <ul style="list-style-type: none"> <li>• follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics</li> <li>• address audience needs, stated purpose and context</li> <li>• provide clear, purposeful information that includes relevant information and excludes extraneous information</li> <li>• use appropriate vocabulary, tone, and style</li> </ul> | <p>W.5.12.5<br/>Write a variety work related documents such as proposals, project plans, biographical/personal statement, resume and letters, including cover letters and letters of recommendation, that:</p> <ul style="list-style-type: none"> <li>• follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics</li> <li>• address audience needs, stated purpose, and context</li> <li>• provide clear, purposeful information that includes relevant information and excludes extraneous information (translates technical language into non-technical English)</li> <li>• use appropriate vocabulary, tone, and style</li> </ul> |

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

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|                  | Grade 9   | Grade 10  | Grade 11   | Grade 12  |
|------------------|---|---|--|---|
| Topics and Forms | <p>W.5.9.6<br/>Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry</p> | <p>W.5.10.6<br/>Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry</p> | <p>W.5.11.5 (continued)</p> <ul style="list-style-type: none"> <li>use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate</li> </ul> <p>W.5.11.6<br/>Write poems using a range of poetic techniques, forms and figurative language, emphasizing free verse poetry</p> | <p>W.5.12.5 (continued)</p> <ul style="list-style-type: none"> <li>use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate</li> <li>anticipates potential problems, mistakes, and misunderstandings that might arise for the reader</li> </ul> <p>W.5.12.6<br/>Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets</p> |

Strand: Writing

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|                  | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
|------------------|---|--|--|--|
| Topics and Forms | <p>W.5.9.7<br/>Write responses to literature that:</p> <ul style="list-style-type: none"> <li>articulate the significant ideas of literary works</li> <li>support important ideas with evidence from text</li> <li>recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul> | <p>W.5.10.7<br/>Write responses to literature that:</p> <ul style="list-style-type: none"> <li>articulate the significant ideas of literary works</li> <li>support important ideas and viewpoints with evidence from the text</li> <li>demonstrate awareness of the author's use of stylistic and literary devices</li> <li>recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul> | <p>W.5.11.7<br/>Write responses to literature that:</p> <ul style="list-style-type: none"> <li>articulate the significant ideas of literary works</li> <li>support important ideas and viewpoints</li> <li>analyze the author's use of stylistic and literary devices</li> <li>determine the impact of ambiguities, nuances, and complexities using evidence from the text</li> <li>analyze conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul> | <p>W.5.12.7<br/>Write responses to literature that:</p> <ul style="list-style-type: none"> <li>articulate the significant ideas of literary works</li> <li>support important ideas and viewpoints</li> <li>analyze and evaluate the author's use of stylistic and literary devices</li> <li>evaluate the impact of ambiguities, nuances, and complexities using evidence from the text</li> <li>evaluate conflicts (character dilemmas) as revealed by characters' motivations and behavior</li> </ul> |
|                  | <p>W.5.9.8<br/>Write on demand to a specified prompt within a given time frame</p>  | <p>W.5.10.8<br/>Write on demand to a specified prompt within a given time frame</p>  | <p>W.5.11.8<br/>Write on demand to a specified prompt within a given time frame</p>  | <p>W.5.12.8<br/>Write on demand to a specified prompt within a given time frame</p>  |
|                  | <p>W.5.9.9<br/>Write across the curriculum</p>  | <p>W.5.10.9<br/>Write across the curriculum</p>  | <p>W.5.11.9<br/>Write across the curriculum</p>  | <p>W.5.12.9<br/>Write across the curriculum</p>  |

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                    | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
|--------------------|---|--|--|--|
| Sentence Formation | <p>W.6.9.1<br/>Use knowledge of types of clauses (main, subordinate)</p> <p>W.6.9.2<br/>Use parallel structures</p> <p>W.6.9.3<br/>Use knowledge of types of verbals (gerunds, infinitives, participles)</p>  | <p>W.6.10.1<br/>Use verbals and verbal phrases to achieve sentence conciseness and variety</p>   | <p>W.6.11.1<br/>Use a variety of sentence structures, types, and lengths for effect in writing</p>   | <p>W.6.12.1<br/>Use a variety of sentence structures, types, and lengths for effect in writing</p> |
| Usage              | <p>W.6.9.4<br/>Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case</p> <p>W.6.9.5<br/>Distinguish between active and passive voice</p> <p>W.6.9.6<br/>Maintain consistent verb tense within a writing product</p> <p>W.6.9.7<br/>Select appropriate pronouns when writing</p> | <p>W.6.10.2<br/>Apply usage rules appropriately in all formal writing:</p> <ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Pronoun agreement</li> <li>• Misplaced modifiers</li> <li>• Pronoun case</li> <li>• Objective complements</li> </ul> <p>W.6.10.3<br/>Demonstrate appropriate use of active and passive voice</p> | <p>W.6.11.2<br/>Apply usage rules appropriately in all formal writing:</p> <ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Pronoun agreement</li> <li>• Misplaced modifiers</li> <li>• Active and passive voice</li> <li>• Indicative and subjunctive mood</li> </ul> | <p>W.6.12.2<br/>Apply usage rules appropriately in all formal writing</p>                          |

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                | Grade 9  | Grade 10  | Grade 11  | Grade 12  |
|----------------|--|---|---|---|
| Spelling       | W.6.9.8<br>Apply conventional spelling to all pieces   | W.6.10.4<br>Apply conventional spelling to all pieces             | W.6.11.3<br>Apply conventional spelling to all pieces             | W.6.12.3<br>Apply conventional spelling to all pieces             |
| Capitalization | W.6.9.9<br>Apply conventional rules of capitalization in writing   | W.6.10.5<br>Apply conventional rules of capitalization in writing | W.6.11.4<br>Apply conventional rules of capitalization in writing | W.6.12.4<br>Apply conventional rules of capitalization in writing |
| Punctuation    | W.6.9.10<br>Use commas and semicolons to distinguish and divide main and subordinate clauses<br><br>W.6.9.11<br>Use colons and dashes effectively in writing<br><br>W.6.9.12<br>Use punctuation correctly and recognize its effect on sentence structure | W.6.10.6<br>Apply the punctuation rules appropriately in writing  | W.6.11.5<br>Apply the punctuation rules appropriately in writing  | W.6.12.5<br>Apply the punctuation rules appropriately in writing  |

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9   | Grade 10  | Grade 11   | Grade 12   |
|---|---|---|--|--|
| Purposefully shaping and controlling language | <p>W.7.9.1<br/>Use figurative language effectively with emphasis on simile and personification</p> <p>W.7.9.2<br/>Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p> <p>W.7.9.3<br/>Consider purpose, speaker, audience, and form when completing assignments emphasizing narration</p> <p>W.7.9.4<br/>Demonstrate organization, unity, and coherence by using direct transitions and sequencing</p> <p>W.7.9.5<br/>Use extension and elaboration to develop an idea emphasizing the use of appositives</p> <p>W.7.9.6<br/>Use concrete information for elaboration</p> | <p>W.7.10.1<br/>Use figurative language effectively with emphasis on metaphor and symbolism</p> <p>W.7.10.2<br/>Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p> <p>W.7.10.3<br/>Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments</p> <p>W.7.10.4<br/>Demonstrate organization, unity, and coherence by using embedded transitions and sequencing</p> <p>W.7.10.5<br/>Use extension and elaboration to develop an idea emphasizing the use of participial phrases</p> <p>W.7.10.6<br/>Distinguish between and use concrete and commentary information for elaboration</p> | <p>W.7.11.1<br/>Use figurative language effectively with emphasis on extended metaphor and symbolism</p> <p>W.7.11.2<br/>Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p> <p>W.7.11.3<br/>Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>W.7.11.4<br/>Demonstrate organization, unity, and coherence by using implied transitions and sequencing</p> <p>W.7.11.5<br/>Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses</p> <p>W.7.11.6<br/>Combine concrete and commentary information for elaboration</p> | <p>W.7.12.1<br/>Use figurative language effectively with emphasis on extended metaphor</p> <p>W.7.12.2<br/>Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p> <p>W.7.12.3<br/>Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>W.7.12.4<br/>Demonstrate organization, unity, and coherence by using implied transitions and sequencing</p> <p>W.7.12.5<br/>Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing</p> <p>W.7.12.6<br/>Balance concrete and commentary information within a piece</p> |

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9  | Grade 10  | Grade 11  | Grade 12   |
|---|--|---|---|--|
| Purposefully shaping and controlling language | <p>W.7.9.7<br/>Use precise word choices that convey specific meaning</p> <p>W.7.9.8<br/>Demonstrate voice in informal writing</p> <p>W.7.9.9<br/>Evaluate own writing to determine the best features of a piece of writing</p> | <p>W.7.10.7<br/>Use precise word choices that convey specific meaning</p> <p>W.7.10.8<br/>Demonstrate voice in informal and formal writing</p> <p>W.7.10.9<br/>Evaluate own writing and others' writing to determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing</p> | <p>W.7.11.7<br/>Use precise word choices that convey specific meaning</p> <p>W.7.11.8<br/>Personalize writing to convey voice in formal and informal pieces</p> <p>W.7.11.9<br/>Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p> <p>W.7.11.10<br/>Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning of tone in ways that are consistent with the purpose, audience, and form of writing</p> <p>R.9.11.1<br/>Analyze personal biases brought to a text</p> | <p>W.7.12.7<br/>Use precise word choices that convey specific meaning</p> <p>W.7.12.8<br/>Personalize writing to convey voice in formal and informal pieces</p> <p>W.7.12.9<br/>Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p> <p>W.7.12.10<br/>Use elements of logic (such as emotional, ethical, and logical appeal) to structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples</p> <p>W.7.12.11<br/>Critique professional and peer writing for consistency of style</p> |

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                                       | Grade 9  | Grade 10  | Grade 11  | Grade 12   |
|---------------------------------------|--|---|---|--|
| Literal and inferential understanding | R.9.9.1<br>Determine the author’s purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin                                | R.9.10.1<br>Examine author’s purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin   | R.9.11.2<br>Analyze style and diction to determine author’s purpose   | R.9.12.1<br>Analyze personal biases brought to a text with an emphasis on gender and national origin                                 |
|                                       | R.9.9.2<br>Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences | R.9.10.2<br>Interpret specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience | R.9.11.3<br>Explain the use of appropriate strategies to support active reading and engagement                          | R.9.12.2<br>Challenge or defend use of writer’s diction and style  |
|                                       | R.9.9.3<br>Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating                                   | R.9.10.3<br>Apply appropriate strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating                                     |   | R.9.12.3<br>Evaluate and select individualized strategies to support active reading and engagement                                   |
|                                       | R.9.9.4<br>Identify how works of a given period reflect author’s background, historical events, and cultural influences  | R.9.10.4<br>Research and explain how works of a given period reflect author’s background, historical events, and cultural influences  | R.9.11.4<br>Analyze how works of a given period reflect author’s background, historical events, and cultural influences | R.9.12.4<br>Analyze and evaluate how works of a given period reflect author’s background, historical events, and cultural influences |

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                                       | Grade 9  | Grade 10   | Grade 11  | Grade 12   |
|---------------------------------------|--|--|---|--|
| Literal and inferential understanding | <p>R.9.9.5<br/>Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.9.6<br/>Identify the role of bias for both author and reader in the comprehension of a text</p> <p>R.9.9.7<br/>Explain how signal/transition words and phrases denote shifts that contribute to the meaning of the text</p> | <p>R.9.10.5<br/>Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.10.6<br/>Identify bias in a variety of texts</p> | <p>R.9.11.5<br/>Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence</p>                             | <p>R.9.12.5<br/>Draw inferences from multiple selections and author's (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.12.6<br/>Analyze the effect of personal biases in approaching texts</p> |
| Summary and generalization            | <p>R.9.9.8<br/>Summarize, paraphrase, and critique structures in informational and literary texts, including relationships among concepts, details, and visual components.</p>   | <p>R.9.10.7<br/>Summarize, paraphrase, and critique structures in informational and literary texts, including relationships among concepts, details, and visual components.</p>                          | <p>R.9.11.6<br/>Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components.</p> | <p>R.9.12.7<br/>Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components.</p>  |

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                         | Grade 9   | Grade 10  | Grade 11  | Grade 12   |
|-------------------------|---|---|---|--|
| Analysis and evaluation | <p>R.9.9.9<br/>Discriminate between fact/opinion and fiction/nonfiction</p> <p>R.9.9.10<br/>Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes</p> <p>R.9.9.11<br/>Recognize and define various points of view (e.g., omniscient narrator, third-person limited)</p> <p>R.9.9.12<br/>Use logic to define fallacies and identify fallacies in both inductive and deductive arguments</p> <p>R.9.9.13<br/>Identify and discuss a position using concepts gained from reading. (e.g., debate, discussion, position paper, etc.)</p> | <p>R.9.10.8<br/>Use logic to evaluate deceptive and/or faulty arguments in persuasive texts</p> <p>R.9.10.9<br/>Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context</p> <p>R.9.10.10<br/>Examine author's purpose in choosing a point of view (e.g., humor, suspense, satire, etc.)</p> <p>R.9.10.11<br/>Use logic to examine fallacies to determine purpose in both inductive and deductive arguments</p> <p>R.9.10.12<br/>Investigate and interpret a position using concepts gained from reading</p> | <p>R.9.11.7<br/>Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts</p> <p>R.9.11.8<br/>Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose)</p> <p>R.9.11.9<br/>Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments</p> <p>R.9.11.10<br/>Analyze and defend a position using concepts gained from reading</p> | <p>R.9.12.8<br/>Investigate both the features and the rhetorical devices of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices</p> <p>R.9.12.9<br/>Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.)</p> <p>R.9.12.10<br/>Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments</p> <p>R.9.12.11<br/>Defend and justify a position using concepts gained from reading</p> |

Strand: Reading  
 Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                         | Grade 9  | Grade 10  | Grade 11  | Grade 12   |
|-------------------------|--|---|---|--|
| Analysis and evaluation | R.9.9.14<br>Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun | R.9.10.13<br>Identify and categorize figures of speech and sound devices, including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun | R.9.11.11<br>Analyze and compare the author's use of figures of speech and sound devices<br><br>R.9.11.12<br>Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text<br><br>R.9.11.13<br>Analyze authors' use archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings | R.9.12.12<br>Analyze and evaluate the effects of rhetorical devices<br><br>R.9.12.13<br>Analyze and evaluate the author's use of tone, diction, and syntax such as anaphora and inversion<br><br>R.9.12.14<br>Evaluate the logic used in appeals in information sources, including how the writer's motivation affects credibility |

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9   | Grade 10  | Grade 11   | Grade 12   |
|---|---|---|--|--|
| Practical and other informational texts | <p>R.10.9.1<br/>Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions</p> <p>R.10.9.2<br/>Interpret and use information in practical, informational and technical texts to:</p> <ul style="list-style-type: none"> <li>• Follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>• Identify the main ideas and determine the essential elements that support the main ideas</li> <li>• Summarize the texts and explain the relationship of visual components to the texts</li> <li>• Distinguish between a summary and a critique</li> </ul> | <p>R.10.10.1<br/>Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, and applications</p> <p>R.10.10.2<br/>Interpret and use information in practical, informational and technical texts to:</p> <ul style="list-style-type: none"> <li>• Follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>• Identify the main ideas and determine the essential elements that support the main ideas</li> <li>• Summarize the texts and explain the relationship of visual components to the texts</li> <li>• Distinguish between a summary and a critique</li> </ul> | <p>R.10.11.1<br/>Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents</p> <p>R.10.11.2<br/>Interpret and use information in practical, informational, and technical texts to:</p> <ul style="list-style-type: none"> <li>• Follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>• Identify the main ideas and determine the essential elements that support the main ideas</li> <li>• Summarize the texts and explain the relationship of visual components to the texts</li> <li>• Distinguish between a summary and a critique</li> </ul> | <p>R.10.12.1<br/>Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, and contracts</p> <p>R.10.12.2<br/>Interpret and use information in practical, informational, and technical texts to:</p> <ul style="list-style-type: none"> <li>• Follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>• Identify the main ideas and determine the essential elements that support the main ideas</li> <li>• Summarize the texts and explain the relationship of visual components to the texts</li> <li>• Distinguish between a summary and a critique</li> </ul> |

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9   | Grade 10   | Grade 11   | Grade 12  |
|---|---|--|--|---|
| Practical and other informational texts | <p>R.10.9.2 (continued)</p> <ul style="list-style-type: none"> <li>Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> </ul> | <p>R.10.10.2 (continued)</p> <ul style="list-style-type: none"> <li>Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> <li>Identify interrelationships between and among ideas and concepts within a text</li> <li>Identify and compare information from multiple source</li> <li>Draw conclusions based on evidence from texts</li> </ul> | <p>R.10.11.2 (continued)</p> <ul style="list-style-type: none"> <li>Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> <li>Identify interrelationships between and among ideas and concepts within a text</li> <li>Evaluate information from multiple sources</li> <li>Draw conclusions based on evidence from texts</li> <li>Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose</li> <li>Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader</li> <li>Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal</li> </ul> | <p>R.10.12.2 (continued)</p> <ul style="list-style-type: none"> <li>Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> <li>Identify interrelationships between and among ideas and concepts within a text</li> <li>Synthesize information from multiple sources</li> <li>Draw conclusions based on evidence from texts</li> <li>Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose</li> <li>Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in texts and explain their effect on the reader</li> <li>Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal</li> </ul> |

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|        | Grade 9  | Grade 10   | Grade 11  | Grade 12   |
|--------|--|--|---|--|
| Poetry | R.10.9.3<br>Read a variety of narrative poetry, including ballad and epic  | R.10.10.3<br>Read a variety of lyric poetry, including odes and sonnets  | R.10.11.3<br>Read a variety of poetry, including free verse   | R.10.12.3<br>Read a variety of poetry, including free and formal verse and narrative and lyric poetry  |
|        | R.10.9.4<br>Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices | R.10.10.4<br>Recognize and discuss an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices | R.10.11.4<br>Analyze an author's use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and sound devices | R.10.12.4<br>Evaluate the effectiveness of an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices |
|        | R.10.9.5<br>Identify the characteristics of narrative poetry   | R.10.10.5<br>Identify the characteristics of lyric poetry  | R.10.11.5<br>Analyze and compare characteristics of free verse  | R.10.12.5<br>Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles   |
|        | R.10.9.6<br>Read traditional and contemporary works of poets from many cultures  | R.10.10.6<br>Compare and contrast traditional and contemporary works of poets from many cultures   | R.10.11.6<br>Analyze traditional and contemporary works of poets from many cultures   | R.10.12.6<br>Evaluate traditional and contemporary works of poets from many cultures   |
|        | R.10.9.7<br>Identify the concept of persona  | R.10.10.7<br>Examine the author's possible use of persona  | R.10.11.7<br>Analyze the author's possible use of persona   | R.10.12.7<br>Evaluate the effectiveness of the author's use of persona   |
|        | R.10.9.8<br>Identify techniques poets use to evoke emotion in a reader   | R.10.10.8<br>Compare and contrast techniques poets use to evoke emotion in a reader  | R.10.11.8<br>Analyze techniques poets use to evoke emotion in a reader  | R.10.12.8<br>Evaluate techniques poets use to evoke emotion in a reader  |
|        | R.10.9.9<br>Explain how word choice in a poem creates tone and voice   | R.10.10.9<br>Identify examples of words that contribute to tone and voice  | R.10.11.9<br>Analyze word choice, tone, and voice   | R.10.12.9<br>Evaluate the effectiveness of word choice, tone, and voice  |

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|        | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
|--------|---|--|--|--|
| Poetry | R.10.9.10<br>Paraphrase and interpret to find the meaning of selected poems, emphasizing the line   | R.10.10.10<br>Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza   | R.10.11.10<br>Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection   | R.10.12.10<br>Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors  |
| Drama  | R.10.9.11<br>Read a variety of dramatic selections, including an Elizabethan tragedy<br><br>R.10.9.12<br>Identify the two basic parts of drama: staging and scripting<br><br>R.10.9.13<br>Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types<br><br>R.10.9.14<br>Compare and contrast the elements of character, setting, and plot in drama<br><br>R.10.9.15<br>Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme | R.10.10.11<br>Read a variety of dramatic selections, including a classical tragedy<br><br>R.10.10.12<br>Compare and contrast character development in a play to characterizations in other literary forms<br><br>R.10.10.13<br>Read and discuss an author's use of dramatic conventions<br><br>R.10.10.14<br>Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature<br><br>R.10.10.15<br>Explain the use of asides, soliloquies, and monologues in the development of a single character | R.10.11.11<br>Read a variety of dramatic selections, including modern drama<br><br>R.10.11.12<br>Compare drama to stage, film, or television adaptations<br><br>R.10.11.13<br>Describe the dramatic conventions or devices used by playwrights to present ideas<br><br>R.10.11.14<br>Analyze an author's use of dramatic conventions<br><br>R.10.11.15<br>Compare and contrast the effects of dramatic elements of plays from various cultures | R.10.12.11<br>Read and critique dramatic selections from a variety of authors<br><br>R.10.12.12<br>Evaluate stage, film, or television adaptations and interpretations of a drama<br><br>R.10.12.13<br>Evaluate the effectiveness of an author's use of dramatic conventions<br><br>R.10.12.14<br>Analyze and evaluate the most effective elements of selected plays<br><br>R.10.12.15<br>Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect |

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                            | Grade 9  | Grade 10   | Grade 11  | Grade 12  |
|----------------------------|--|--|---|---|
| Drama                      | R.10.9.16<br>Define and identify the elements of Elizabethan tragedy   | R.10.10.16<br>Read and examine the elements of classical tragedy<br><br>R.10.10.17<br>Define and identify the characteristics of a tragic hero<br><br>R.10.10.18<br>Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature  | R.10.11.16<br>Recognize and examine the elements of modern drama<br><br>R.10.11.17<br>Compare and contrast the hero of a modern drama to the tragic hero  | R.10.12.16<br>Compare and contrast tragic heroes from various literary eras   |
| Literary and Content Prose | R.10.9.17<br>Read a variety of literary and content prose, including selections from American, British, and/or world literature.<br><br>R.10.9.18<br>Recognize the influence of historical context on the form, style, and point of view of a written work<br><br>R.10.9.19<br>Identify the characteristics that distinguish literary forms from different cultures<br><br>R.10.9.20<br>Identify and define literary terms | R.10.10.19<br>Read a variety of literary and content prose including selections from American, British, and/or world literature.<br><br>R.10.10.20<br>Explain the influence of historical context on the form, style, and point of view of a written work<br><br>R.10.10.21<br>Explain similarities and differences of techniques and literary forms represented in the literature of different cultures<br><br>R.10.10.22<br>Use literary terms to discuss a work | R.10.11.18<br>Reads a variety of literary and content prose including selections from American, British, and/or world literature.<br><br>R.10.11.19<br>Analyze the influence of historical context on the form, style, and point of view of written works such as foundational U.S. documents<br><br>R.10.11.20<br>Describe literary contributions of various cultures<br><br>R.10.11.21<br>Use literary terms to critique a work | R.10.12.17<br>Read a variety of literary and content prose including selections from American, British, and/or world literature.<br><br>R.10.12.18<br>Evaluate the influence of historical context on the form, style, and point of view of written works from history or literature<br><br>R.10.12.19<br>Compare and contrast the literary contributions of various cultures<br><br>R.10.12.20<br>Evaluate an author's use of literary devices |

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Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                            | Grade 9  | Grade 10  | Grade 11  | Grade 12  |
|----------------------------|--|---|---|---|
| Literary and Content Prose | <p>R.10.9.21<br/>Explain the relationship between the author's style and literary effect</p> <p>R.10.9.22<br/>Identify literary elements such as setting, plot, theme, characterization, and narration in a work</p> <p>R.10.9.23<br/>Explain the use of verbal irony, dramatic irony, and situational irony</p> | <p>R.10.10.23<br/>Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology</p> <p>R.10.10.24<br/>Identify and explain literary elements such as setting, plot, theme, characterization, and narration in a work</p> <p>R.10.10.25<br/>Analyze the use of irony in a text</p> | <p>R.10.11.22<br/>Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology</p> <p>R.10.11.23<br/>Analyze literary elements such as setting, plot, theme, characterization, and narration in a work</p> <p>R.10.11.24<br/>Analyze the impact of irony on a text</p> <p>R.10.11.25<br/>Analyze several of an author's works that deal with a single issue</p> <p>R.10.11.26<br/>Evaluate the credibility of an author's argument or defense</p> | <p>R.10.12.21<br/>Evaluate the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.</p> <p>R.10.12.22<br/>Evaluate the significance of literary elements such as setting, plot, theme, characterization, and narration in a work</p> <p>R.10.12.23<br/>Evaluate the impact of irony on text</p> <p>R.10.12.24<br/>Analyze several of an author's works that deal with a single issue</p> <p>R.10.12.25<br/>Evaluate the credibility of an author's argument or defense</p> |

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                           | Grade 9  | Grade 10   | Grade 11   | Grade 12  |
|---------------------------|--|--|--|---|
| Word study and vocabulary | <p>R.11.9.1<br/>Demonstrate appropriate vocabulary usage</p> <p>R.11.9.2<br/>Use context clues, roots, prefixes, suffixes, and cognates to determine meanings</p> <p>R.11.9.3<br/>Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words</p> <p>R.11.9.4<br/>Distinguish between connotation and denotation</p> | <p>R.11.10.1<br/>Demonstrate appropriate vocabulary usage</p> <p>R.11.10.2<br/>Use context clues, Greek and Latin roots, prefixes, suffixes, and cognates to determine meanings</p> <p>R.11.10.3<br/>Use reference materials including glossary, dictionary, thesaurus, and available technology to apply precise meaning and usage of words</p> <p>R.11.10.4<br/>Communicate the connotative power of words</p> | <p>R.11.11.1<br/>Recognize and apply specialized vocabulary</p> <p>R.11.11.2<br/>Analyze roots and word parts to draw inferences about meaning</p> <p>R.11.11.3<br/>Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and uses of words</p> <p>R.11.11.4<br/>Analyze the connotative power of words</p> | <p>R.11.12.1<br/>Recognize and apply specialized vocabulary</p> <p>R.11.12.2<br/>Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences</p> <p>R.11.12.3<br/>Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning</p> <p>R.11.12.4<br/>Interpret the connotative power of words</p> |

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|                       | Grade 9   | Grade 10   | Grade 11   | Grade 12   |
|-----------------------|---|--|--|--|
| Accessing information | <p>IR.12.9.1<br/>Generate open-ended questions to select a topic</p> <p>IR.12.9.2<br/>Establish a focus for research, and design a research plan to answer a specific question</p> <p>IR.12.9.3<br/>Determine the purpose of using different research tools to access multiple sources</p> <p>IR.12.9.4<br/>Use a variety of electronic sources to access information</p> | <p>IR.12.10.1<br/>Generate open-ended questions to explore and select a topic</p> <p>IR.12.10.2<br/>Establish a focus for research, and design a research plan to answer a set of questions</p> <p>IR.12.10.3<br/>Utilize a variety of research tools to access multiple sources</p> <p>IR.12.10.4<br/>Use key words to search a database to find specific information</p> | <p>IR.12.11.1<br/>Formulate original, open-ended questions to explore, narrow, and select a topic</p> <p>IR.12.11.2<br/>Establish a focus for research, and design a research plan to answer a specific question or defend a position</p> <p>IR.12.11.3<br/>Access multiple sources, using a variety of research tools</p> | <p>IR.12.12.1<br/>Formulate original, open-ended questions to explore, narrow, and select a topic</p> <p>IR.12.12.2<br/>Establish a focus for research, and design a research plan to defend a position or prove/disprove a hypothesis</p> <p>IR.12.12.3<br/>Access and evaluate multiple sources, using a variety of research tools</p> |

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9  | Grade 10   | Grade 11   | Grade 12   |
|---|--|--|--|--|
| Evaluating credibility and identifying relevant information | <p>IR.12.9.5<br/>Assess the credibility of authors and reliability of sources and information gathered from Web sites (e.g., author credentials, author biases, copyright dates, etc.), distinguishing between fact and opinion</p> <p>IR.12.9.6<br/>Identify methods used to verify the accuracy and usefulness of information</p> <p>IR.12.9.7<br/>Distinguish between primary and secondary sources</p> <p>IR.12.9.8<br/>Define plagiarism and cite quoted sources to avoid plagiarism</p> <p>IR.12.9.9<br/>Differentiate among paraphrasing, summarizing, critiquing, and plagiarizing</p> | <p>IR.12.10.5<br/>Determine the credibility and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.)</p> <p>IR.12.10.6<br/>Compare methods to verify the accuracy and usefulness of information by recognizing the use or abuse of ambiguity, contradiction, paradox, irony, incongruencies, and /or overstatement/understatement in multiple texts</p> <p>IR.12.10.7<br/>Summarize and critique sources to evaluate their usefulness and accuracy</p> <p>IR.12.10.8<br/>Apply research skills to collect a variety of primary and/or secondary sources</p> <p>IR.12.10.9<br/>Paraphrase and/or summarize information to avoid plagiarism</p> | <p>IR.12.11.4<br/>Compare the credibility of authors and reliability of sources for strengths and limitations (e.g., analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions)</p> <p>IR.12.11.5<br/>Analyze methods to verify the accuracy and usefulness of information by explaining the effect of ambiguity, contradiction, paradox, irony, incongruencies, and/or overstatement/understatement on the reader</p> <p>IR.12.11.6<br/>Summarize and critique sources to evaluate their usefulness and accuracy</p> <p>IR.12.11.7<br/>Compile and organize information from a variety of relevant primary and secondary sources</p> <p>IR.12.11.8<br/>Interpret the meaning and consequences of plagiarism</p> | <p>IR.12.12.4<br/>Evaluate the credibility of authors and reliability of sources with further emphasis on sources' strengths and limitations</p> <p>IR.12.12.5<br/>Evaluate methods to verify the accuracy and usefulness of information</p> <p>IR.12.12.6<br/>Synthesize information from multiple primary and secondary sources (informational, technical, and/or literary)</p> <p>IR.12.12.7<br/>Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism</p> |

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE. |   |  |   |   |
|---|---|--|---|---|
|   | Grade 9   | Grade 10   | Grade 11  | Grade 12  |
| Interpreting and presenting information   | IR.12.9.10<br>Organize information and use a style manual such as MLA or APA to create: <ul style="list-style-type: none"> <li>• Note cards</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> </ul> within a prescribed time frame and/or length requirements as appropriate | IR.12.10.10<br>Organize information and use a style manual such as MLA or APA to create: <ul style="list-style-type: none"> <li>• Note cards</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> </ul> | IR.12.11.9<br>Organize information and use a style manual such as MLA or APA to create: <ul style="list-style-type: none"> <li>• Note cards or other note taking forms</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> <li>• Title page or style heading</li> </ul> | IR.12.12.8<br>Organize information and use a style manual such as MLA or APA to create: <ul style="list-style-type: none"> <li>• Note cards or other note taking forms</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> <li>• Title page or style heading</li> </ul> |
|   | IR.12.9.11<br>Summarize, paraphrase, and/or quote relevant information  | IR.12.10.11<br>Summarize, paraphrase, and/or quote relevant information  | IR.12.11.10<br>Summarize, paraphrase, and/or quote relevant information   | IR.12.12.9<br>Summarize, paraphrase, and/or quote relevant information  |

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

|   | Grade 9  | Grade 10  | Grade 11   | Grade 12  |
|---|--|---|--|---|
| Interpreting and presenting information | <p>IR.12.9.12<br/>Create research products such as:</p> <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Reports</li> <li>• Essays</li> </ul> <p>that structure ideas in a sustained and logical fashion</p> | <p>IR.12.10.12<br/>Create research products such as:</p> <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Reports</li> <li>• Essays</li> </ul> <p>that structure ideas in a sustained and logical fashion</p> | <p>IR.12.11.11<br/>Create a formal research paper, synthesizing multiple primary and secondary sources, that includes:</p> <ul style="list-style-type: none"> <li>• Evidence in support of a clear thesis statement and related claims</li> <li>• Paraphrasing and summarizing with accuracy and fidelity to the range of arguments and evidence supporting or refuting the thesis, as appropriate</li> <li>• Quotations, paraphrases, and other information correctly cited and documented using a standard format</li> <li>• Provides clear and effective conclusions</li> </ul> | <p>IR.12.12.10<br/>Create an extended formal research paper synthesizing multiple primary and secondary sources and providing clear and effective conclusions</p> |

## Glossary for English Language Arts

|                         |   |
|-------------------------|---|
| Acrostics               | A kind of word puzzle sometimes used as a teaching tool in vocabulary development in which lines of verse or prose are arranged so that words, phrases, or sentences are formed when certain letters from each line are used in a certain sequence  |
| Alliteration            | The repetition of initial consonant sounds in closely positioned words or stressed syllables for aural effect   |
| Anaphora                | The deliberate repetition of a word or phrase usually at the beginning of several successive verses, clauses, or paragraphs; for example, “We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills” (Winston S. Churchill).  |
| Archetype               | A symbol, theme, setting, or character-type that recurs in different times and places in literature so frequently or prominently as to suggest that it embodies some essential element of “universal” human experience, such as Frankenstein, Dracula, and Dr. Jekyll and Mr. Hyde, the archetypes that have influenced horror stories.   |
| Assonance               | The repetition in words of identical or similar vowel sounds in closely positioned words, as /a/ in the mad hatter, for aural effect  |
| Chiasmus                | An inversion of the order of words or phrases, when repeated or subsequently referred to in a sentence. I.e. One should eat to live not live to eat.  |
| Cinquain                | A five-line stanza of syllabic verse. The five lines have, respectively, two, four, six, eight, and two syllables.  |
| Closed syllable         | A syllable ending with one or more consonants   |
| Commentary information  | Student writer’s interpretations and inferences supported with concrete information   |
| Concrete information    | Factual material from the text  |
| Content prose (text)    | Non-fiction prose selections taken from across the curriculum   |
| Couplet                 | A pair of rhyming verse lines, especially lines of the same length  |
| Descriptive writing     | Provides details about an object, place, or person purposefully to make the experience depicted come alive for the reader   |
| Diamantes               | Poetry arranged in a diamond pattern using seven lines in the following manner: line 1, one word subject (noun); line 2, two adjectives describing line 1 noun; line 3, three participles ending in -ing or -ed to describe line 1 noun; line 4, four words - two related to the noun in line 1 and two related to the noun in line 7 (they may be arranged concurrently or alternately, as the originator of the poem wishes); line 5, three participles ending in -ing or -ed to describe line 7 noun; line 6, two adjectives describing line 7 noun; line 7, one word growing out of or opposite to line 1 noun (another noun) |
| Digraph                 | Two letters that represent one speech sound, such as ch for /ch/ in chin or ea for /e/ in bread   |
| Discourse               | Purposeful communication between people   |
| Disinformation          | Deliberately misleading information announced publicly or leaked by a government or especially by an intelligence agency for the purpose of influencing public opinion or the government in another nation: “He would be the unconscious channel for a piece of disinformation aimed at another country’s intelligence service” (Ken Follett).  |
| Embedding               | Process of combining sentence in which one clause or phrase is contained inside another   |
| Evaluation              | Judgment of performance as process or product or change   |
| Expository text/writing | One of the four traditional forms of composition in speech and writing (expository, narrative, descriptive, and persuasive), intended to set forth or explain   |
| Fallacies               | Errors in directions or mistakes in logic   |
| Fluency                 | The clear, rapid, and easy expression of ideas in reading, writing, or speaking: movements that flow smoothly, easily, and readily  |
| Focused freewriting     | Freewriting that is restricted by time or topic   |
| Free verse              | Verse with an irregular metrical pattern and line length  |

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| Freewriting              | Writing that is unrestricted in form, style, content and purpose; a technique designed to aid the student-writer in finding a personal voice through uninhibited expression   |
| Genre                    | A form or style of writing, such as narrative (a story), informative (a report), or functional (instructions)   |
| Homographs               | Words that are spelled the same but may sound different and have different meanings, such as minute (a minute of time) and minute (very small)  |
| Homonyms                 | Words that sound the same and have the same spelling but have different meanings, such as table (a piece of furniture) and table (a list of information)  |
| Homophones               | Words that sound the same but are spelled differently and have different meanings, such as hear and here  |
| Infographics             | Information conveyed by graphic elements, including charts, graphs, etc., often contained in print media  |
| Inversion                | An interchange of position of adjacent objects in a sequence, especially a change in normal word order, such as the placement of a verb before its subject  |
| Kinds of sentences       | Declarative—makes a statement or expresses an opinion and ends with a period; imperative—makes a request or gives a command and ends with either a period or an exclamation point; exclamatory—expresses strong feeling and ends with an exclamation point; interrogative—asks a question and ends with a question mark   |
| Limericks                | A fixed form of light verse of five lines with a rhyme scheme of aabba and specific meter, used exclusively for humorous or nonsense verse  |
| Literary device          | An all-purpose term used to describe any literary technique deliberately used to achieve a specific effect  |
| Literary prose           | Novels, short stories, essays, etc. taken from American, British, and/or world literature.  |
| Logic                    | The study of criteria for the evaluation of arguments, such as ethical appeal, emotional appeal, and logical appeal   |
| Mechanics                | Includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are capitalization, punctuation, formatting, and spelling.  |
| Mode of writing          | The major types of written discourse: persuasive, expository, narrative; descriptive  |
| Narrative                | Text in any form (print, oral, or visual) that recounts events or tells a story   |
| Non-print text           | Any text that creates meaning through sounds or images or both, such as photographs, drawings, collages, films, videos, computer graphics, speeches, oral poems and tales, and songs  |
| Onset                    | The consonants preceding the vowel of a syllable, as /str/ in strip and /c/ in cat  |
| Organizational structure | Compare/contrast, analyze cause/effect, chronological order, inference, and evaluation  |
| Persona                  | An assumed identity or fictional “I” assumed by a writer in a literary work; thus the speaker or narrator   |
| Personal voice           | In writing, the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc; author’s voice  |
| Phoneme                  | The smallest units of sound in a given language (The phonemes in the words are not always the same as the letters in a word. In the word dog, there are three phonemes [d-o-g] and three letters. In the word snow, there are three phonemes [s-n-o] but four letters.)   |
| Phonics                  | A term generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one or more sounds (or phonemes).   |
| Point of view            | The angle of vision from which a story is told; the four basic points of view are 1) omniscient –the author tells the story, using third person, and knows all and is free to tell anything, including what other characters think and feel and why they act as they do; 2) limited omniscient—the author tells the story, using third person, but limits himself to a complete knowledge of one character and tells only what that one character thinks, feels, see, or hears; 3) first person—the story is told by one of the characters, using first person; 4) objective (or dramatic)—the author tells the story, using third person, but is limited to reporting what his characters say or do and does not interpret their behavior or tell their thoughts or feelings |

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| Portfolio              | A systematic and purpose collection of a variety of materials related to student learning. Rather than an archive of all the student's work throughout the year, a portfolio can serve as both an instructional and an assessment tool. The essential contents of both instructional and assessment portfolios are samples of student performance in important learning activities, student, teacher, and parent reflections on those samples, and any other relevant information that documents a student's developmental status and progress over time. |
| Practical texts        | Informational and technical texts useful in everyday applications, including manuals, handbooks, warranties, etc.   |
| Presentation           | May be oral, written, graphic, or musical and include art, music, writing   |
| Pre-writing activities | List, survey, read, discuss, freewrite (focused/unfocused), learning and reading log, gather data, conduct experiments, debate, interview, observe, use visual aids including mapping, webbing, and formal outlining to gather and organize material for writing  |
| Primary sources        | Firsthand information, including memoirs, interviews, letters, and public documents   |
| Prose                  | The ordinary language of men in speaking or writing; language not cast in poetical measure or rhythm; distinguished from verse or metrical composition. I speak in prose, and let him rymes make. --Chaucer.  |
| Quatrain               | A stanza or poem of four lines, rhymed or unrhymed  |
| Rhetorical devices     | Use of language mainly by the arrangement of words to achieve special effects   |
| Rhetorical strategies  | Plans used in arranging writing tasks or compositions, including comparison/contrast, narration, description, process analysis, etc.  |
| Rime                   | A vowel and any following consonants of a syllable, such as /ack/ in black (Not all words or syllables have an onset, but they all have a rime. Out is a rime without an onset.)  |
| Rubric                 | A scoring guide used to evaluate the quality of a student performance; typically, a rubric lists criteria that describe levels of proficiency on a task   |
| Secondary sources      | Works that have been collected, interpreted, or published by someone other than the original source   |
| Sentence formation     | Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts. Features of this writing domain are completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination and modifiers, and standard word order.  |
| Sentence Patterns      | S-V= Subject + Verb   |
|                        | S-V-DO= Subject + Verb + Direct Object  |
|                        | S-V-IO-DO= Subject + Verb + Indirect Object + Direct Object   |
|                        | S-LV-PN = Subject + Linking Verb + Predicate Nominative   |
|                        | S-LV-PA = Subject + Linking Verb + Predicate Adjective  |
| Sentence Types         | *see Types of Sentences   |
| Socratic discourse     | A technique in which a teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge   |
| Sound devices          | Words with meanings or functions that are indicated by their pronunciation, including onomatopoeia, alliteration, consonance, etc.  |
| Style                  | The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme  |
| Syntax                 | The rules by which words are combined to form grammatically correct sentences (i.e., plurals, future tense, etc.); the study of how sentences are formed and the grammatical rules that govern their formation  |
| Text Features          | Format, italics, headings, sub-headings, graphics, sequence, diagrams, illustrations  |

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|--------------------|---|
| Tone               | The implied attitude toward the subject matter or audience of a text that readers may infer from the text's language, imagery, and structure  |
| Types of sentences | Simple—consists of one independent clause; compound—consists of two or more independent clauses; complex—consists of one independent clause and one or more dependent (subordinate) clauses; compound-complex—consists of two or more independent clauses and one or more dependent (subordinate) clauses |
| Usage              | Comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are standard inflections, agreement, word meaning, and conventions.   |
| Verbals            | Forms of a verb that is used as other parts of speech. Three types of verbals are infinitives, gerunds, and participles.  |
| Visual aids        | Presentational tools that appeal to the sight and are used for illustration and demonstration   |
| Visualization      | The process or result of mentally picturing objects or events that are normally experienced directly  |
| Voice              | see Personal voice  |
| Writing process    | The many aspects of the complex act of producing a written communication, specifically, planning, drafting, revising, editing, and publishing   |

## English Language Arts Curriculum Framework Committee

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Vicki Crabtree --Lake Hamilton Elementary School  
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Becky Gibson --Fouke Middle School  
Grimsley Graham --Rogers High School  
Rhonda Gray --Fort Smith Kimmons Junior High School  
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Tim Haralson --Dardanelle Elementary School  
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Angie Hynum --Brinkley High School  
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Carol Massey --Leslie School District

Brenda Matthews --Hot Springs Park Magnet School  
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Lois Moore --Pul. Co. Spec. Sch. Dist. Northwood Middle School  
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Sandra Thompson --DeQueen Elementary School  
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