

Standard 1: Apply reading skills and strategies to comprehend a variety of texts

Grade 9	Grade 10	Grade 11-12 ¹
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1.1 Apply concepts of print and phonemic awareness

Mastered previously

1.2 Apply strategies to derive meaning from words and develop vocabulary

<p>9.1.2.1 Select and apply a variety of strategies to determine the meaning of words and acquire new vocabulary</p> <ul style="list-style-type: none"> a. Use context clues to determine meaning of words e.g., literal, figurative, idiomatic, and denotative/ connotative meanings of terms b. Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas. c. Build and use working vocabulary of relevant literary terminology 	<p>10.1.2.1 Select and apply a variety of strategies to determine the meaning of words and acquire new vocabulary</p> <ul style="list-style-type: none"> a. Use context clues to determine meaning of words e.g., literal, figurative, idiomatic, and denotative/ connotative meanings of terms b. Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas. c. Build and use working vocabulary of relevant literary terminology 	<p>12.1.2.1 Select and apply a variety of strategies to determine the meaning of words and acquire new vocabulary</p> <ul style="list-style-type: none"> a. Apply context clues to determine meaning of words e.g., literal, figurative, idiomatic, and denotative/ connotative meanings of terms b. Transfer knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas. c. Build and use working vocabulary of advanced literary terminology
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1.3 Read fluently for meaning

<p>9.1.3.1 Apply a range of automatic monitoring and self-correcting methods to construct and sustain meaning e.g., rereading, pacing, consulting resources and questioning</p>	<p>10.1.3.1 Use a range of automatic monitoring and self-correcting methods to maintain meaning e.g., rereading, pacing, consulting resources and questioning, skimming</p>	<p>12.1.3.1 Use a range of reading techniques and self-correcting methods to construct and maintain meaning e.g., surveying, skimming, questioning, rereading, and reviewing</p>
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¹ Course specific curriculums are based on relevant outcomes from those below.

Grade 9	Grade 10	Grade 11-12
1.4 Use strategies before, during and after reading to construct meaning		
<p>9.1.4.1 Apply appropriate strategies to construct meaning of texts</p> <ul style="list-style-type: none"> a. Connect to prior knowledge, question, re-read, skim, scan, paraphrase b. Organize images and information using appropriate strategies such as outline, summary or graphic organizers c. Begin to annotate texts d. Recognize and use previously taught organizational structures (e.g., description, compare and contrast, chronological order, order of importance, concept definition, problem/solution, episodic, different types of questions) to construct meaning e. Use context to determine different levels of meaning e.g., literal, figurative, idiomatic, and denotative/ connotative meanings 	<p>10.1.4.1 Apply appropriate strategies to construct meaning of texts</p> <ul style="list-style-type: none"> a. Connect to prior knowledge, question, re-read, skim, scan b. Organize images and information using appropriate strategies such as outline, summary or graphic organizers c. Annotate texts d. Apply previously taught organizational structures (e.g., description, compare and contrast, chronological order, order of importance, concept definition, problem/solution, episodic) to construct meaning. e. Use context to determine different levels of meaning e.g., literal, figurative, idiomatic, and denotative/ connotative meanings 	<p>12.1.4.1 Apply appropriate strategies to construct meaning of texts</p> <ul style="list-style-type: none"> a. Connect to prior knowledge, question, re-read, skim, scan b. Organize images and information using appropriate strategies such as outline, summary or graphic organizers c. Annotate texts purposefully d. Analyze the effect of organizational structures (e.g., description, compare and contrast, chronological order, order of importance, concept definition, problem/solution, episodic) on meaning e. Use context to determine and justify different interpretations of meaning e.g., literal, figurative, idiomatic, and denotative/ connotative meanings
<p>9.1.4.2 Reflect and respond to texts, demonstrating various levels of understanding</p> <ul style="list-style-type: none"> a. Demonstrate different levels of comprehension e.g., literal, figurative, idiomatic, and denotative/ connotative meanings b. Support interpretations and responses with evidence from the text c. Recognize the use of literary devices in texts to determine different levels of meaning d. Begin to identify the impact of ambiguities, nuances, and complexities within the text e. Understand the influences that a reader brings to a text to create shape meaning and evoke diverse responses to the text e.g., personal values, perspectives, and experiences 	<p>10.1.4.2 Reflect and respond to texts , demonstrating various levels of understanding</p> <ul style="list-style-type: none"> a. Demonstrate different levels of comprehension b. Support interpretations and responses with multiple evidence from the text c. Recognize and interpret the use of literary devices in texts to determine different levels of meaning d. Identify the impact of ambiguities, nuances, and complexities within the text e. Interpret how the influences that a reader brings to a text shape meaning and evoke diverse responses to the text e.g., personal values, perspectives and experiences 	<p>12.1.4.2 Reflect and respond to texts, demonstrating various levels of understanding</p> <ul style="list-style-type: none"> a. Demonstrate multiple levels of comprehension b. Support interpretations and responses with multiple evidence from the text c. Analyze the use of literary devices in texts to determine and explain different levels of meaning. d. Identify and assess the impact of ambiguities, nuances, and complexities within the text e. Analyze how the influences that a reader brings to a text shape meaning and evoke diverse responses to the text e.g., critical theories, personal values, perspectives and experiences

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<p>1.5 Apply appropriate skills and strategies to understand different genre</p>		
<p>9.1.5.1 Apply reading skills and strategies to a variety of texts (e.g., fiction, memoir, poems, short stories and plays) with a focus on identity</p> <ul style="list-style-type: none"> a. Adjust reading of different genre to suit variations in organizational patterns and text features e.g., reading stage directions, footnotes, sidebars b. Make connections among literary works and across different genre based on theme, e.g., <i>What does it mean to be me?</i> c. Compare and contrast the presentation of a similar theme or topic across genre d. Recognize writing techniques used to influence the reader and accomplish the author’s purpose e.g., organizational patterns such as cause and effect, chronological order; imagery, personification, figures of speech, point of view, irony and narrative voice 	<p>10.1.5.1 Apply reading skills and strategies to a variety of texts (e.g., fiction, nonfiction, poems, short stories and plays) with a focus on American literature</p> <ul style="list-style-type: none"> a. Adjust reading of different genre to suit variations in organizational patterns and text features b. Understand connections among literary works and across different genre based on theme, e.g., <i>Who/what is an American? Is the American dream a myth/reality?</i> c. Compare and contrast the presentation of a similar theme or topic across genre d. Begin to evaluate the effectiveness of writing techniques used to influence the reader and accomplish the author’s purpose e.g., organizational patterns such as cause and effect, chronological order; imagery, personification, figures of speech, point of view, irony and narrative voice 	<p>12.1.5.1 Apply sophisticated reading skills and strategies to a variety of texts e.g., fiction, nonfiction, poems, epics and plays</p> <ul style="list-style-type: none"> a. Adjust reading of different genre to suit variations in organizational patterns and text features b. Synthesize the presentation of a similar theme or topic across genre c. Evaluate the effectiveness of writing techniques used to influence the reader and accomplish the author’s purpose e.g., organizational patterns such as cause and effect, chronological order; imagery, personification, figures of speech, point of view, irony and narrative voice, rhetorical and stylistic devices d. Summarize and paraphrase complex structures in texts to convey ideas

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<p>9.1.5.2 Read and analyze Literary Texts</p> <ul style="list-style-type: none"> a. Identify literary movements, modes, philosophies and schools relevant to an author b. Understand how various literary periods connect to their historical, cultural and/or philosophical setting c. Analyze the effectiveness of plot structure (e.g., time frame, cause and effect relationships, conflicts, resolutions) d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot e. Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy f. Begin to recognize elements that affect the credibility of a plot and/or characterization, e.g., the effect of voice and the choice of a narrator g. Begin to draw conclusions about the implied meaning and impact of ambiguities, subtleties, contradictions, and ironies of a text h. Make abstract connections between one’s own life and the characters, events, motives and causes of conflict in texts i. Identify the effects of stylistic choices and literary devices authors use e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, foreshadowing, flashbacks 	<p>10.1.5.2 Read and analyze Literary Texts</p> <ul style="list-style-type: none"> a. Understand how literary movements, modes, philosophies and schools influence American authors b. Understands how various literary periods connect to their historical, cultural and/or philosophical setting c. Analyze the effectiveness of plot structure e.g., time frame, cause and effect relationships, conflicts, resolutions d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot e. Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy f. Recognize elements that affect the credibility of plot and/or characterization, e.g., the effect of voice and the choice of a narrator g. Draw conclusions about the implied meaning and impact of ambiguities, subtleties, contradictions, and ironies of a text h. Understand abstract connections between one’s own life and the characters, events, motives and causes of conflict i. Understand the effects of stylistic choices and literary devices e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, foreshadowing, flashbacks 	<p>12.1.5.2 Read and analyze Literary Texts</p> <ul style="list-style-type: none"> a. Understand and analyze how literary movements, modes, philosophies and schools influence authors b. Understand and analyze how various literary periods connect to their historical cultural and/or philosophical setting c. Evaluate the effectiveness of plot structure e.g., time frame, cause and effect relationships, conflicts, resolutions d. Analyze complex interactions between characters in a literary text and explain the way those interactions affect the plot e. Evaluate characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy f. Analyze elements that affect the credibility of a plot and/or characterization, e.g., the effect of voice and the choice of a narrator g. Evaluate and analyze the impact of ambiguities, subtleties, contradictions, and ironies of a text. h. Synthesize abstract connections between one’s own life and the characters, events, motives and causes of conflict in texts i. Analyze and evaluate the effects of stylistic choices and literary devices e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, foreshadowing, flashbacks

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<p>9.1.5.3 Read and analyze Informational Texts</p> <ul style="list-style-type: none"> a. Identify the structure and format of informational texts (e.g., reference, functional documents, online sources) including graphics, footnotes, heading/sub-headings, and explain how authors use the features to achieve their purposes b. Adjust reading skills and strategies to comprehend a variety of informational texts e.g., scanning, summarizing, inferring, , beginning to annotate c. Refer to text features to support inferences about information in texts by referring to text features e.g., vocabulary glossary, text structure, titles, footnotes, photos, graphics d. Examine appropriate primary and secondary sources to identify the multiple views presented e. Select material for relevance in answering research questions, maintaining the accuracy of the views presented by the author f. Analyze reliability of information e.g., recognize bias, point of view 	<p>10.1.5.3 Read and analyze Informational Texts</p> <ul style="list-style-type: none"> a. Analyze the structure and format of informational texts (e.g., reference, functional documents, online sources) including graphics, footnotes, heading/sub-headings, and explain how authors use the features to achieve their purposes b. Adjust reading skills and strategies to comprehend a variety of informational texts e.g., scanning, summarizing, inferring, beginning to annotate c. Refer to text features to support inferences about information in texts by referring to text features e.g., vocabulary glossary, text structure, titles, footnotes, photos, graphics d. Examine primary and secondary sources to identify and evaluate the multiple views presented e. Select and begin to synthesize material for relevance in answering research questions, maintaining the accuracy of the views presented by the author f. Analyze reliability of information e.g., recognize bias, point of view, truthfulness g. Begin to make assertions about an author’s arguments by using elements of the text to explain interpretations 	<p>12.1.5.3 Read and analyze Informational Texts</p> <ul style="list-style-type: none"> a. Analyze the ways in which clarity of meaning is conveyed and affected by the structure and format of informational texts b. Select and adjust reading skills and strategies to read informational texts e.g., annotating, inferring, synthesizing c. Use increasingly sophisticated features of informational texts to enhance understanding and interpretations e.g., footnotes, sidebars, appendices, forward, preface, citations d. Examine primary and secondary sources to identify and evaluate the multiple views presented e. Select and begin to synthesize material for relevance in answering research questions, maintaining the accuracy of the views presented by the author f. Critique the power, validity, and truthfulness of arguments in informational texts; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims g. Defend and clarify reasonable assertions about an author’s arguments by using elements of the text, personal experience and/or hypothetical situations
<p>1.6 Demonstrate effective reading behaviors</p>		
<p>9.1.6.1 Engage in effective reading habits</p> <ul style="list-style-type: none"> a. Engage meaningfully and purposefully in discussions of texts b. Respect and support collaborative and independent reading c. Appreciate diverse responses to the text (e.g., personal values, perspectives, and experiences) d. Share reading experiences formally and informally 	<p>10.1.6.1 Engage in effective reading habits</p> <ul style="list-style-type: none"> a. Engage meaningfully and purposefully in discussions of texts b. Respect and support collaborative and independent reading c. Appreciate diverse responses to the text (e.g., personal values, perspectives, and experiences) d. Share reading experiences formally and informally 	<p>12.1.6.1 Engage in effective reading habits</p> <ul style="list-style-type: none"> a. Engage meaningfully and purposefully in discussions of texts b. Respect and support collaborative and independent reading c. Appreciate diverse responses to the text (e.g., personal values, perspectives, and experiences) d. Share reading experiences formally and informally

Standard 2: Apply writing skills and strategies to create a variety of texts

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2.1 Plan writing effectively		
<p>9.2.1.1 Select prewriting strategies to generate and develop ideas and to organize writing</p> <ul style="list-style-type: none"> a. Where appropriate, choose prewriting strategies to generate ideas consistent with genre, audience, and purpose. e.g., brainstorm, use free/quick writes, discuss ideas with peers b. Formulate a coherent thesis that identifies a clear perspective on the subject and establishes a focus for the piece of writing c. Select effective organizational patterns to match purpose and audience e.g., cause and effect, order of events, order of importance, compare and contrast, illustration, expository, deductive/inductive d. Where appropriate, organize ideas prior to drafting e.g., create an outline, develop a plotline, boxes and bullets e. Select an appropriate point of view to match purpose and audience f. Use and develop appropriate timed-writing strategies 	<p>10.2.1.1 Select strategies as appropriate to generate and develop ideas and to organize writing</p> <ul style="list-style-type: none"> a. Where appropriate, choose prewriting strategies to generate ideas consistent with genre, audience, and purpose. e.g., create mind maps, gather ideas from notes b. Formulate a coherent thesis statement that conveys a clear perspective on the chosen topic c. Select effective organizational patterns to match purpose and audience e.g., cause and effect, order of events, order of importance, compare and contrast, illustration, expository, deductive/inductive d. Where appropriate, select strategies consistent with genre, audience and purpose to organize ideas prior to drafting e.g., create an outline, develop a plotline, boxes and bullets e. Select an appropriate point of view to match purpose and audience f. Use and develop appropriate timed-writing strategies 	<p>12.2.1.1 Select strategies as appropriate to generate and develop ideas and to organize writing</p> <ul style="list-style-type: none"> a. Where appropriate, choose prewriting strategies to generate ideas consistent with genre, audience, and purpose. e.g., reference published works as models, build on background knowledge b. Construct a valid and insightful thesis that is suitable for the topic, audience, and occasion c. Select effective organizational patterns to match purpose and audience e.g., cause and effect, order of events, order of importance, compare and contrast, illustration, expository, deductive/inductive d. Where appropriate, select strategies consistent with genre, audience and purpose to organize ideas prior to drafting e.g., create an outline, develop a plotline, boxes and bullets e. Select an appropriate point of view to match purpose and audience f. Use and develop appropriate timed-writing strategies
2.2 Develop draft(s)		
<p>9.2.2.1 Compose drafts in various genre</p> <ul style="list-style-type: none"> a. Refer to pre-writing plan to compose drafts consistent with the thesis, maintaining focus throughout b. Apply previously learned strategies and techniques to writing 	<p>10.2.2.1 Compose drafts in various genre</p> <ul style="list-style-type: none"> a. Refer to pre-writing plan to compose drafts consistent with the thesis, maintaining focus and tone throughout b. Apply previously learned strategies and techniques to writing 	<p>12.2.2.1 Compose drafts in various genre</p> <ul style="list-style-type: none"> a. Refer to pre-writing plan to compose drafts consistent with the thesis, maintaining focus and tone throughout b. Apply previously learned strategies and techniques to writing

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2.3 Revise to improve quality of writing		
<p>9.2.3.1 Review, evaluate and revise to ensure the intended meaning is expressed clearly and logically</p> <ul style="list-style-type: none"> a. Develop main ideas by adding purposeful detail and/or eliminating irrelevancies and redundancies b. Embed quotations and citations into drafts c. Review and choose words purposefully to improve diction d. Understand and use appropriate transitions e.g., to add an idea, to contrast e. Adjust organization for clarity and flow f. Vary sentence structure to enhance fluency g. Verify voice is consistent with genre, audience and purpose e.g., appropriateness of tone for the formality of the context h. Utilize feedback from others to improve own writing i. Provide meaningful feedback to other writers 	<p>10.2.3.1 Review, evaluate and revise to ensure the intended meaning is expressed clearly and logically</p> <ul style="list-style-type: none"> a. Develop main ideas by adding purposeful detail and/or eliminating irrelevancies and redundancies b. Integrate quotations and citations into drafts while maintaining the flow of ideas c. Review and choose words purposefully to improve diction d. Select and apply a variety of appropriate transitions e. Adjust organization for clarity and flow f. Adjust sentence structure to enhance fluency and reduce wordiness and redundancy g. Verify voice is sustained throughout and consistent with genre, audience and purpose h. Utilize feedback from others to improve own writing. i. Provide meaningful feedback to other writers with suggestions for improving organization, tone, style, clarity and focus 	<p>12.2.3.1 Review, evaluate and revise to ensure the intended meaning is expressed clearly, logically and comprehensively</p> <ul style="list-style-type: none"> a. Develop main ideas by adding sophisticated purposeful detail and/or eliminating irrelevancies and redundancies b. Integrate quotations and citations into drafts while maintaining the flow of ideas c. Review and choose words purposefully to enhance sophistication of diction d. Manipulate transitions for various purposes and effect e. Adjust organization for clarity and flow f. Manipulate sentence structure for a purpose g. Verify voice is sustained throughout and consistent with genre, audience and purpose h. Utilize feedback from others to improve own writing i. Provide meaningful feedback to other writers with suggestions for improving organization, tone, style, clarity and focus
2.4 Edit writing to enhance readability		
<p>9.2.4.1 Proofread and edit written work for grade level conventions²</p> <ul style="list-style-type: none"> a. Make informed editing choices to affect meaning and style 	<p>10.2.4.1 Proofread and edit written work for grade level conventions</p> <ul style="list-style-type: none"> a. Make informed editing choices to affect meaning and style 	<p>12.2.4.1 Proofread and edit written work for grade level conventions</p> <ul style="list-style-type: none"> a. Make informed editing choices to affect meaning and style

² See Standard 4 for specific grade level conventions (punctuation, grammar, formatting).

Adapted from SAS 2005 RLA Curriculum (Indiana Standards), with additional reference to Washington State

Adopted by the Board on February 23, 2010

Grade 9	Grade 10	Grade 11-12
2.5 Publish writing selectively and effectively		
<p>9.2.5.1 Evaluate drafts to identify appropriate selections for publication</p> <ul style="list-style-type: none"> a. Evaluate and select a format based on the appropriateness, purpose and audience e.g., posting to a digital platform, submitting to a school publication, contributing to a collaborative task b. Publish written information and ideas effectively to multiple audiences using a variety of media and formats 	<p>10.2.5.1 Evaluate drafts to identify appropriate selections for publication</p> <ul style="list-style-type: none"> a. Evaluate and select a format based on the appropriateness, purpose and audience e.g., posting to a digital platform, submitting to a school publication, contributing to a collaborative task b. Publish written information and ideas effectively to multiple audiences using a variety of media and formats 	<p>12.2.5.1 Evaluate drafts to identify appropriate selections for publication</p> <ul style="list-style-type: none"> a. Evaluate and select a format based on the appropriateness, purpose and audience e.g., posting to a digital platform, submitting to a school publication, contributing to a collaborative task b. Publish written information and ideas effectively to multiple audiences using a variety of media and formats
2.6 Apply appropriate strategies and understanding of texts to write a variety of genre		
<p>9.2.6.1 Apply understanding of different genre to write for a specific audience or person and different purposes</p> <ul style="list-style-type: none"> a. Adjust voice and style as necessary to suit genre, audiences and purpose <p>9.2.6.2 Write short, expository compositions such as descriptive paragraphs, literary analysis paragraphs and summaries</p> <ul style="list-style-type: none"> a. Develop a thesis b. Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives c. Make distinctions between the relative value and significance of specific data, facts, and ideas d. Anticipate and address readers' potential misunderstandings, biases, and expectations e. Choose an appropriate organizational structure, that begins with a strong lead and ends with a coherent conclusion 	<p>10.2.6.1 Apply understanding of different genre to write for a specific audience or person and different purposes</p> <ul style="list-style-type: none"> a. Adjust voice and style as necessary to suit genre, audiences and purpose <p>10.2.6.2 Write a persuasive paper such as a political speech, position paper, editorial, critical review</p> <ul style="list-style-type: none"> a. Develop a thesis b. Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives c. Organize ideas and appeals in a sustained and effective fashion d. Recognize and experiment with the use of appropriate rhetorical devices. e.g., tone, diction, voice, syntax and imagery e. Support assertions using rhetorical appeals (logic, emotion, ethic) f. Clarify and defend positions with precise and relevant rhetorical devices e.g., facts, expert opinions, quotations, expressions of commonly accepted beliefs, personal anecdotes, case studies, analogies, etc. g. Anticipate and address audience's potential misunderstandings, biases, and expectations 	<p>12.2.6.1 Apply understanding of different genre to write for a specific audience or person and different purposes</p> <ul style="list-style-type: none"> a. Adjust voice and style as necessary to suit genre, audiences and purpose <p>12.2.6.2 Write academic essays, such as an analytical essay, a persuasive essay, a compare and contrast</p> <ul style="list-style-type: none"> a. Develop a thesis b. Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives c. Create an organizing structure appropriate to purpose, audience, and context d. Include accurate information from primary and secondary sources and exclude extraneous information. e. Make valid inferences f. Support judgment with relevant and substantial evidence and well-chosen details g. Incorporate, as appropriate, technical terms and notations

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<p>9.2.6.3 Write biographical or autobiographical narratives</p> <ul style="list-style-type: none"> a. Describe a sequence of events and communicate the significance of the events to the audience b. Use appropriate narrative and descriptive strategies, such as relevant dialogue (either between characters or interior monologue), specific action, physical description, background information, and comparison or contrast of characters c. Pace the presentation of actions to accommodate changes in time and mood <p>9.2.6.4 Write literary responses</p> <ul style="list-style-type: none"> a. Communicate a comprehensive understanding of the significant ideas in works or passages b. Support interpretations through the sustained use and incorporation of examples, evidence and quotations from the text c. Craft clearly-organized, reasoned comments on text e.g., the use of imagery, universal themes, character and aspects of author’s style d. Embed quotations and citations into drafts while maintaining the flow of ideas e. Begin to incorporate, as appropriate, literary terms and notations 	<p>10.2.6.3 Write creative fiction e.g. fictitious news article, fictional narrative, additional chapter to a literary work</p> <ul style="list-style-type: none"> a. Create a sequence of significant events consistent with a theme b. Use narrative and descriptive strategies to develop a character and convey character motivation and conflict c. Manipulate time, mood and settings for specific effect <p>10.2.6.4 Write literary responses</p> <ul style="list-style-type: none"> a. Communicate a comprehensive understanding of the significant ideas in works or passages b. Support interpretations through the sustained use and incorporation of examples, evidence and quotations from the text c. Craft clearly-organized, reasoned comments on text e.g., the use of literary devices, universal themes, character and unique aspects of author’s style d. Integrate quotations and citations into drafts while maintaining the flow of ideas e. Begin to incorporate, as appropriate, literary terms and notations 	<p>12.2.6.3 Write reflective compositions</p> <ul style="list-style-type: none"> a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life c. Maintain a balance in describing individual events and relating those events to more general and abstract ideas <p>12.2.6.4 Write literary responses</p> <ul style="list-style-type: none"> a. Communicate a comprehensive understanding of the significant ideas in works or passages b. Support interpretations through the sustained use and incorporation of examples, evidence and quotations from the text c. Craft clearly-organized, reasoned comments on text e.g., the use of imagery, universal themes, ambiguities and unique aspects of author’s style d. Integrate quotations and citations into drafts while maintaining the flow of ideas e. Incorporate, as appropriate, literary terms and notations

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<p>9.2.6.5 Write or deliver a research paper that has been developed using a systematic research process³</p> <ul style="list-style-type: none"> a. Develop a thesis b. Choose an appropriate organizational structure c. Summarize information clearly and purposefully, demonstrating a distinction between one’s own ideas and the ideas of others d. Incorporate and document information from a variety of sources (books, technology, multimedia) using a consistent format for citations e. Develop and communicate a coherent conclusion f. Include a “Works Cited” 	<p>10.2.6.5 Write or deliver a research paper that has been developed using a systematic research process</p> <ul style="list-style-type: none"> a. Develop a thesis b. Choose an effective organizational structure c. Synthesize information clearly and purposefully, demonstrating a distinction between one’s own ideas and the ideas of others d. Incorporate and document information from multiple sources (books, technology, multimedia) using a consistent format for citations e. Develop and communicate a coherent conclusion f. Include a “Works Cited” 	<p>12.2.6.5 Write or deliver a synthesis paper that has been developed using a systematic research process</p> <ul style="list-style-type: none"> a. Develop an original thesis b. Organize information purposefully c. Craft an original and well-supported interpretation that synthesizes and refines information, distinguishing between one’s own ideas and those of others d. Incorporate relevant information from a variety of sources, including technology and one’s own research, relevant to the topic and/or common theme , using a consistent format for citations e. Communicate an original conclusion f. Include a “Works Cited”
<p>2.7 Demonstrate effective writing behaviors</p>		
<p>9.2.7.1 Engage in effective writing habits</p> <ul style="list-style-type: none"> a. Reflect and self-assess to improve writing b. Engage in meaningful discussions about writing with peers and teachers c. Communicate ideas through writing responsibly and respectfully d. Model legal and ethical behaviors by properly selecting, acquiring, and citing information from a source i.e., acknowledge the distinction between one’s own ideas from the ideas of others 	<p>10.2.7.1 Engage in effective writing habits</p> <ul style="list-style-type: none"> a. Reflect and self-assess to improve writing b. Engage in meaningful discussions about writing with peers and teachers c. Communicate ideas through writing responsibly and respectfully d. Model legal and ethical behaviors by properly selecting, acquiring, and citing information from a source i.e., acknowledge the distinction between one’s own ideas from the ideas of others 	<p>12.2.7.1 Engage in effective writing habits</p> <ul style="list-style-type: none"> a. Reflect and self-assess to improve writing b. Engage in meaningful discussions about writing with peers and teachers c. Communicate ideas through writing responsibly and respectfully d. Model legal and ethical behaviors by properly selecting, acquiring, and citing information from a source i.e., acknowledge the distinction between one’s own ideas from the ideas of others

³Research process: Define topic, gather information, determine credibility, report findings

Adapted from SAS 2005 RLA Curriculum (Indiana Standards), with additional reference to Washington State

Adopted by the Board on February 23, 2010

Standard 3: Apply listening and speaking skills and strategies to communicate effectively

Grade 9	Grade 10	Grade 11-12
3.1 Listen actively in a variety of contexts		
<p>9.3.1.1 Listen purposefully for understanding</p> <ul style="list-style-type: none"> a. Listen to determine main idea b. Listen for purpose, perspective, and tone <p>9.3.1.2 Listen critically to analyze and evaluate message</p> <ul style="list-style-type: none"> a. Listen to analyze, and evaluate message, purpose and perspective of main ideas and supporting evidence b. Judge effectiveness of arguments used c. Begin to evaluate accuracy, credibility and bias when determining reliability of information d. Understand the impact of delivery e.g., tone, speaker’s relationship to the audience, non-verbal nuances 	<p>10.3.1.1 Listen purposefully for understanding</p> <ul style="list-style-type: none"> a. Listen to determine main idea b. Listen for purpose, perspective, and tone <p>10.3.1.2 Listen critically to analyze and evaluate message</p> <ul style="list-style-type: none"> a. Listen to analyze, and evaluate message, purpose and perspective of main ideas and supporting evidence b. Judge effectiveness of arguments used c. Evaluate accuracy, credibility and bias when determining reliability of information a. Listen for elements of persuasion and appeal in various contexts e.g., political speech d. Analyze the impact of delivery e.g., pace, volume, tone, image, non-verbal nuances 	<p>12.3.1.1 Listen purposefully for understanding</p> <ul style="list-style-type: none"> a. Listen to determine main idea b. Listen for purpose, perspective, and tone <p>12.3.1.2 Listen critically to analyze and evaluate message</p> <ul style="list-style-type: none"> a. Listen to analyze, and evaluate message, purpose and perspective of main ideas and supporting evidence b. Judge effectiveness of arguments used c. Evaluate accuracy, credibility and bias when determining reliability of information d. Analyze elements of persuasion and manipulation in various contexts e.g., political speech e. Analyze the impact of delivery e.g., pace, volume, tone, image, non-verbal nuances, rhetorical devices
3.2 Speak clearly and confidently for a variety of purposes		
<p>9.3.2.1 Articulate various experiences, ideas and responses</p> <ul style="list-style-type: none"> a. Speak clearly and confidently to share opinions and ideas b. Speak articulately, observing common grammatical and usage conventions c. Speak fluidly by avoiding use of filler words d. Support opinions and ideas with evidence e.g., references to text e. Use a variety of strategies to introduce and develop ideas e.g., ask a question, begin with a quote f. Contribute ideas appropriate to the topic 	<p>10.3.2.1 Articulate various experiences, ideas and responses</p> <ul style="list-style-type: none"> a. Speak clearly and confidently to defend opinions and ideas b. Speak articulately, observing common grammatical and usage conventions c. Speak fluidly by avoiding use of filler words d. Defend opinions and ideas with relevant evidence e.g., past experiences e. Use a variety of strategies to introduce and develop ideas e.g., tell an anecdote, provide a counter-argument f. Contribute ideas appropriate to the topic 	<p>12.3.2.1 Articulate various experiences, ideas and responses</p> <ul style="list-style-type: none"> a. Speak clearly and confidently to share opinions and ideas b. Speak articulately, observing common grammatical and usage conventions c. Speak fluidly by avoiding use of filler words d. Clarify and defend opinions and ideas with precise and relevant evidence e.g., hypothetical situations e. Use a variety of sophisticated strategies to introduce and develop ideas e.g., analogy, recognize an ambiguity f. Contribute ideas appropriate to the topic

High School English Curriculum: Grades 9 - 12

Grade 9	Grade 10	Grade 11-12
<p>9.3.2.2 Adjust voice and language to a particular context</p> <ul style="list-style-type: none"> a. Use a varied vocabulary and a range of sentence structures appropriate to context and audience b. Adjust volume, tone, rate, pitch appropriate to context and audience c. Begin to monitor and adjust non-verbal cues <p>9.3.2.3 Plan and deliver effective oral presentations with a well-developed focus</p> <ul style="list-style-type: none"> a. Define subject and purpose b. Present main ideas using relevant information and details e.g. anecdotes, examples, statistics, analogies, definitions, visual aids c. Craft an introduction and conclusion d. Sequence ideas to sustain focus and audience engagement e. Demonstrate an awareness of time limits f. Use a variety of explicit verbal techniques e.g., tempo, modulation of voice, diction g. Demonstrate a variety of explicit non-verbal techniques e.g., appropriate physical gestures, stance, poise h. Respond to questions and feedback about own presentations e.g., defend ideas, expand on a topic 	<p>10.3.2.2 Adjust voice and language to a particular context</p> <ul style="list-style-type: none"> a. Regularly incorporate new vocabulary and a range of sentence structures into discussions b. Adjust volume, tone, rate, pitch for effectiveness c. Monitor and adjust non-verbal cues <p>10.3.2.3 Plan and deliver effective oral presentations with a well-developed focus</p> <ul style="list-style-type: none"> a. Define subject and purpose clearly b. Present main ideas using relevant information and details e.g. anecdotes, examples, statistics, analogies, definitions, visual aids c. Craft an engaging introduction and conclusion d. Sequence ideas clearly and coherently to sustain focus and audience engagement e. Demonstrate an awareness of time limits f. Use a variety of explicit verbal techniques to enhance presentation e.g., tempo, modulation of voice, diction g. Demonstrate a variety of explicit non-verbal techniques to enhance presentation e.g., appropriate physical gestures, stance, poise h. Respond to questions and feedback about own presentations e.g., defend ideas, expand on a topic, use logical arguments 	<p>12.3.2.2 Adjust voice and language to a particular context</p> <ul style="list-style-type: none"> a. Regularly incorporate new vocabulary and a range of sentence structures into discussions b. Adjust volume, tone, rate, pitch for a purpose c. Monitor and manipulate non-verbal cues <p>12.3.2.3 Plan and deliver effective oral presentations with a well-developed focus</p> <ul style="list-style-type: none"> a. Define subject and purpose clearly and insightfully b. Present main ideas using interesting, relevant information and details e.g. anecdotes, examples, statistics, analogies, definitions, visual aids c. Craft an engaging introduction and a conclusion that provides a feeling of completion d. Sequence ideas clearly and coherently to sustain focus and audience engagement e. Demonstrate an awareness of time limits f. Purposefully use a variety of explicit verbal techniques to enhance presentation e.g., tempo, modulation of voice, diction g. Demonstrate a purposeful use of explicit non-verbal techniques to enhance presentation e.g., appropriate physical gestures, stance, poise h. Respond confidently and articulately to questions and feedback about own presentations e.g., defend ideas, expand on a topic, use logical arguments

Grade 9	Grade 10	Grade 11-12
3.3 Demonstrate effective speaking and listening behaviors		
<p>9.3.3.1 Participate appropriately and effectively in verbal interactions</p> <ul style="list-style-type: none"> a. Listen to others closely, critically, and deferentially b. Follow the rules of conversation c. Use constructive strategies in small and large group discussions e.g., ask relevant questions for clarification, do not dominate discussions, focus on the speaker, follow up on the ideas of others d. Recognize the validity of different points of view in discussions and collaborations 	<p>10.3.3.1 Participate appropriately and effectively in verbal interactions</p> <ul style="list-style-type: none"> a. Listen to others closely, critically, and deferentially b. Follow the rules of conversation c. Use constructive strategies in small and large group discussions e.g., ask relevant and appropriate questions for clarification, do not dominate discussions, validate and expand on the ideas of others, monitor tone d. Recognize the validity of different points of view in discussions and collaborations 	<p>12.3.3.1 Participate appropriately and effectively in verbal interactions</p> <ul style="list-style-type: none"> a. Listen to others closely, critically, and deferentially b. Follow the rules of conversation c. Use constructive strategies in small and large group discussions e.g., ask relevant and appropriate questions for clarification, do not dominate discussions, monitor non-verbal cues d. Recognize the validity of different points of view in discussions and collaborations

Standard 4: Use conventions to communicate effectively

Grade 9	Grade 10	Grade 11-12
4.1 Use capitalization and punctuation conventions to clarify and convey meaning		
9.4.1.1 Transfer and begin to manipulate capitalization rules in writing	10.4.1.1 Manipulate capitalization rules for a purpose e.g., to create emphasis	12.4.1.1 Manipulate capitalization rules for a purpose e.g., to create emphasis
9.4.1.2 Apply and transfer punctuation rules from previous grades, and: a. Begin to use commas to offset non-restrictive phrases and clauses b. Begin to use brackets around editorial correction or to set off added words within a quote e.g., These schools [SAS, JIS, ISB] constitute part of IASAS" c. Use a hyphen in a special series e.g., The ship has lovely, two-, four-, or six-person cabins d. Use a dash to set off parenthetical material e. Use a dash to set off an introductory series	10.4.1.2 Transfer punctuation rules from previous grades, and: a. Use commas to offset non-restrictive phrases and clauses b. Use brackets around editorial correction or to set off added words within a quote e.g., "These schools [SAS, JIS, ISB] constitute part of IASAS"	12.4.1.2 Manipulate conventions of punctuation for a purpose e.g., to add nuance
9.4.1.3 Apply knowledge of punctuation to comprehend texts	10.4.1.3 Apply knowledge of punctuation to comprehend texts	12.4.1.3 Apply knowledge of punctuation to comprehend texts
9.4.1.4 Reflect punctuation in voice when reading or speaking	10.4.1.4 Reflect punctuation in voice when reading or speaking	12.4.1.4 Reflect punctuation in voice when reading or speaking
9.4.1.5 Reference appropriate resources to check capitalization and punctuation	10.4.1.5 Reference appropriate resources to check capitalization and punctuation	12.4.1.5 Reference appropriate resources to check capitalization and punctuation

Grade 9	Grade 10	Grade 11-12
4.2 Apply grammar and usage conventions		
9.4.2.1 Transfer grammar and usage rules from previous grades <ol style="list-style-type: none"> Use parallel structure in clauses Choose the right words within writing (e.g., who/whom, who/that/which, affect/effect) Identify and use active voice over passive voice Identify and correct misplaced modifiers Identify and correct run-ons and fragments 9.4.2.2 Understand and use correct grammar and usage terms⁴ to discuss texts, including own	10.4.2.1 Transfer grammar and usage rules <ol style="list-style-type: none"> Use active voice over passive voice Reduce misplaced and dangling modifiers Identify and correct improper parallel constructions Identify and correct shifts in verb tense 10.4.2.2 Understand and use correct grammar and usage terms to discuss texts, including own	12.4.2.1 Manipulate grammar and usage <ol style="list-style-type: none"> Demonstrate control of grammar and usage Identify and correctly use clauses, both main and subordinate, and various phrases including gerund, infinitive, and participle 12.4.2.2 Understand and use correct grammar and usage terms to discuss texts, including own
4.3 Use correct and varied sentence structure		
9.4.3.1 Apply knowledge and skills about sentence structure from previous grades, and: <ol style="list-style-type: none"> Identify and apply simple, compound, and complex sentences Vary sentences Identify compound-complex sentence structure 	10.4.3.1 Transfer knowledge and skills about sentence structure from previous grades, and: <ol style="list-style-type: none"> Understand and apply simple, compound, complex and compound-complex sentences Identify and apply sentence inversion Identify and reduce wordiness and redundancy 	12.4.3.1 Manipulate sentence structure, demonstrating control of various sentence structures <ol style="list-style-type: none"> Demonstrate control of grammar and varied sentence structure e.g., compound, complex, compound-complex, sentence combining, and clauses
4.4 Spell accurately		
9.4.4.1 Apply previously learned strategies to spell words accurately 9.4.4.2 Verify accuracy of spelling using appropriate resources	10.4.4.1 Transfer previously learned strategies to spell words accurately 10.4.4.2 Verify accuracy of spelling using appropriate resources	12.4.4.1 Transfer previously learned strategies to spell words accurately 12.4.4.2 Verify accuracy of spelling using appropriate resources
4.5 Apply formatting conventions to enhance communication		
9.4.5.1 Apply appropriate formatting conventions <ol style="list-style-type: none"> Produce legible work that adheres to appropriate formatting conventions e.g., pagination, spacing, margins Determine and format paragraphs appropriately Cite sources according to prescribed format (MLA) 	10.4.5.1 Apply appropriate formatting conventions <ol style="list-style-type: none"> Produce legible work that adheres to appropriate formatting conventions e.g., pagination, spacing, margins Determine and format paragraphs appropriately Cite sources according to prescribed format (MLA) 	12.4.5.1 Apply appropriate formatting conventions <ol style="list-style-type: none"> Produce legible work that adheres to appropriate formatting conventions e.g., pagination, spacing, margins Determine and format paragraphs appropriately Cite sources according to prescribed format (MLA)

⁴ See language terms matrix.