

Content Standard I – READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

9-12 Benchmark I-A. *Listen to, read, react to, and analyze information*

1. Narrate experiences that offer:

- *scenes and incidents located effectively in time and place*
- *impressions of being in a setting and a sense of engagement in the events occurring*
- *appreciation for the significance of the account*
- *a sense of the narrator’s personal voice*

2. Instruct an audience in how to perform a specific operation or procedure by:

- *considering the audience’s degree of knowledge or understanding*
- *providing complete and accurate information*
- *using visuals and media to make effective presentations and products*
- *using layout and design elements to enhance presentations and products*

3. Form and refine a question for investigation using a topic of personal choice and answer that question by:

- *deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media)*
- *prioritizing and organizing information*
- *incorporating effective media and technology to inform or explain*
- *reporting in an appropriate form for a specified audience*

9-12 Benchmark I-B: *Synthesize and evaluate information to solve problems across the curriculum*

1. Use a variety of techniques for researching topics including:

- **cross-referencing while gathering information**
- **summarizing dialogue**
- **using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)**

2. Synthesize a variety of types of visual information including pictures and symbols.

9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems

- 1. Examine texts for arguments and develop informed opinions by:**
 - examining relevant reason and evidence
 - noting the progression of ideas *that substantiate the proposal*
 - analyzing the style, tone, and use of language for a particular effect
 - identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases
 - identifying and analyzing rhetorical strategies *that support proposals*
- 2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.**
3. *Create and use criteria to evaluate the effectiveness of communication.*
4. *Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.*

9-12 Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information.

- 1. Explain meaning, describe processes, and answer research questions to inform others by:**
 - demonstrating the ability to read *and listen* to explanatory texts using appropriate preparation, engagement, and reflection
 - demonstrating comprehension of major ideas
 - summarizing major steps
 - determining accuracy and clarity of the selection
2. *Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.*
- 3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.**
4. *Scan reading selections to determine whether a text contains relevant information.*
5. *Use discussion with peers as a way of understanding information.*
6. *Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).*

Content Standard II - WRITING AND SPEAKING FOR EXPRESSION: Students will communicate effectively through *speaking* and *writing*.

9-12 Benchmark II-A: *Communicate information in a coherent and persuasive manner using verbal and non-verbal language*

1. *Evaluate personal effectiveness in group discussions and make corrections as necessary.*
2. *Ask questions to broaden and enrich discussions.*
3. *Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.*
4. *Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.*

9-12 Benchmark II-B: *Apply grammatical and language conventions to communicate*

1. **Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation.**
2. **Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice.**
3. **Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.**

9-12 Benchmark II-C: *Demonstrate competence in the skills and strategies of the writing process to inform and persuade*

1. *Use jargon and/or lingo appropriate for a specific purpose and audience.*
2. **Use descriptive language to create images in the mind of the audience.**
3. **Compose written arguments that develop and support informed opinions by:**
 - **stating a progression of ideas**
 - **selecting appropriate style, tone, and use of language for a particular effect**
 - **describing and analyzing personal, social, historical, or cultural influences**
 - **presenting rhetorical strategies to support the proposal**
4. *Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.*

Content Standard III - LITERATURE AND MEDIA: Students will use literature and media to develop an understanding of people, societies, and the self.

9-12 Benchmark III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures

1. *Compare words and symbols that express a universal theme and reflect upon personal perspective and response.*
2. *Analyze the way in which literature and media are related to the themes and issues of their historical context.*
3. *Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience:*
 - *an understanding of a student's personal reactions*
 - *a sense of how the reaction results from careful consideration of the text*
 - *an awareness of how personal and cultural influences affect the response*

9-12 Benchmark III-B: Understand literary elements, concepts, and genres

1. *Demonstrate an understanding of why certain literary works may be considered classics.*
2. **Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic.**
3. **Make thematic connections between literary works and contemporary issues.**
4. **Explain the effects of point of view on the reader's understanding of a literary work.**

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