

Grades 11–12

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Subject	Grades	Strand	Standard	Benchmark

Grades 11–12: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
English Language Proficiency Standards		
Beginning: The student will read grade level text orally by matching pictures with sounds (e.g. onomatopoeia) and reading simple phrases using phonemic awareness strategies.	Intermediate: The student will: <ul style="list-style-type: none"> - read grade level text orally through the use of pre-reading activities based on prior reviews of vocabulary used in basic grade level text and practice through the use of pre-recorded read aloud tapes/ CDs of grade level text; - adjust oral reading rate based on purpose, text difficulty, form and style with some errors in phrasing and pronunciation. 	Advanced: The student will: <ul style="list-style-type: none"> - read grade level text orally in a manner that sounds like near-fluent speech - demonstrate the ability to adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.1112.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.1112.1.6.4	- categorize key vocabulary and identify salient features;	
LA.1112.1.6.5	- relate new vocabulary to familiar words;	
LA.1112.1.6.6	- distinguish denotative and connotative meanings of words;	
LA.1112.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	
LA.1112.1.6.8	- identify advanced word/phrase relationships and their meanings;	
LA.1112.1.6.9	- determine the correct meaning of words with multiple meanings in context;	
LA.1112.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and	
LA.1112.1.6.11	- identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).	

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
English Language Proficiency Standards		
<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - recognize new vocabulary in meaningful, comprehensible contexts with the assistance of a bilingual dictionary; - use basic grade level vocabulary presented in a variety of narrative and visual formats by identifying and associating illustrations with the appropriate words, using realia, flash cards to identify words and major concepts; - identify words and phrases in basic grade level text to determine meaning through the use of word structure and multiple meaning, context clues, and clozed questions; - use context clues with direct assistance and the use of a bilingual dictionary to develop vocabulary required for essential grade level concepts; - determine the correct meaning of simple words with multiple meanings in basic grade level text through the use of activities that involve prior cultural experiences, cognates, humor, caricatures, visuals, dramatization, total physical response, and cross - curricular learning strategies. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is taught directly with minimal assistance of a bilingual dictionary; - use context clues presented in basic grade level text to determining the meaning of unfamiliar words; - identify words and phrases in grade level text to determine meaning through the use of word structure and multiple meaning, context clues, and clozed questions; - use multiple language development strategies, such as heritage language - to - English definitions, word families, root words, language experience stories, synonyms, to distinguish meanings of words; - determine meanings of words, pronunciation, parts of speech, and alternate word choices by using a bilingual dictionary; - use cognates, prior linguistic/cultural knowledge and bilingual dictionary to identify the meaning of words and phrases from other languages used commonly by writers in English. 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - use new vocabulary in meaningful context that is taught directly; - use context clues presented in grade level text to determining the meaning of unfamiliar words; - categorize key grade level vocabulary to determine meaning through the use of word structure and multiple meaning, context clues, and clozed questions; - use multiple language development strategies, such as heritage language - to - English definitions, word families, root words, language experience stories, synonyms, to distinguish meanings of words; - identify and understand the meaning of prefixes, suffixes and root words used in grade level and most complex text; - identify grade level and most complex words/phrase relationships and their meanings with minimal use of bilingual dictionary; - determine the correct meaning of words with multiple meanings by applying context clues; - determine meanings of words, pronunciation, parts of speech, etymologies and alternate word choices by using a bilingual dictionary, English - to - English dictionary and digital tools; - use cognates, prior linguistic/cultural knowledge and bilingual dictionary to identify the meaning of words and phrases from other languages used by writers in English.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:
LA.1112.1.7.1	- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.1112.1.7.2	- analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;
LA.1112.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
LA.1112.1.7.4	- identify cause-and-effect relationships in text;
LA.1112.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.1112.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.1112.1.7.7	- compare and contrast elements in multiple texts; and
LA.1112.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.	
English Language Proficiency Standards		
<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - identify words and phrases in basic grade level text to determine meaning through the use of word structure and multiple meaning, context clues, and clozed questions and to make and confirm complex predictions of content, purpose, and organization of a reading selection; - match written language with picture, identify frequently used words by sight and identify printed words with oral equivalents to analyze words and text, make inferences and generalizations, and draw simple conclusions; - use simple outlines in graphic form using words and pictures to clarify or represent a new concept or idea taught in class and to clarify meaning and recognize organizational patterns and compare and contrast similar information contained in grade level text; - identify main idea basic and supporting details using a variety of grade-level texts through use of re- reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, sequence of steps or events and bulleted lists; - determine the main idea or essential message from a text by using drawings or illustrations and guided retelling and identifying supporting details and facts; - analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology); - use pictures or re-telling to identify things that are the same or different in a simple grade level text; - identify the author's purpose and/or perspective (inform, entertain, persuade) in basic grade level text; - use comprehension strategies such as viewing illustrations, listening to authentic simple reading selections and re-telling to construct meaning. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - demonstrate ability to predict content, purpose and organization of a reading selection using his/her own background knowledge by brainstorming and answering orally pre-reading prompts about the reading selection as it relates to the student's previous experiences; - employ phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper article, paragraphs, simple poems, songs, charts and tables or illustrations; - use note taking and complete outlines in written and graphic form to clarify or explain a concept or topic taught in class and to clarify meaning and recognize organizational patterns and compare and contrast similar information contained in grade level text; - demonstrate basic comprehension of a variety of grade-level texts by using uses comprehension strategies, including re-reading, predicting, note- taking, summarizing, graphic and semantic organizers, questioning, and clarifying by checking other source; - determine the main idea or essential message from a text by using words and occasional short phrases and guided retelling and identifying supporting details and facts; - analyze a variety of organizational patterns in grade level literary or informational text, such as similarities and differences among characters, settings, and events; strongly implied cause-effect relationships; and sequence of events and how they impact the meaning of text; - identify the author's purpose and/or perspective (inform, entertain, persuade) in a variety of passages; - use comprehension strategies such as viewing illustrations, listening to authentic simple reading selections and re-telling to construct meaning. 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - make and verify complex predictions of content, purpose, and organization of a reading selection by knowing how to activate background knowledge of the subject; extended questioning techniques, pre-reading strategies; graphic representations; and text structure knowledge; - use context and word structure clues to analyze words and text by knowing how to activate background knowledge of the subject; extended questioning techniques, pre-reading strategies; graphic representations; text structure knowledge, cause and effect exercises, chronological classification of events and compare and contrast strategies; - demonstrate an understanding a variety of text at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns; and compares and contrasts similar information contained in text selections; - demonstrate near fluent level of comprehension of a variety of grade-level texts by using uses comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, and clarifying by checking other sources; - determine the main idea or essential message through paraphrasing, summarizing, and identifying relevant details and facts; - analyze a variety of organizational patterns (for example, chronological order, flashback, lists, foreshadowing, main headings with subheadings, question and answer, argument and support, comparison and contrast, cause and effect, and main idea with supporting details) and determine how they impact the meaning of text; - determine the author's purpose (inform, entertain, persuade) and perspective in grade level text and how they impact the meaning of text.

Grades 11–12: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.1112.2.1.1	- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
LA.1112.2.1.2	- analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
LA.1112.2.1.3	- analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
LA.1112.2.1.4	- analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
LA.1112.2.1.5	- analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
LA.1112.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (i.e., theme, point of view, characterization, setting, plot), figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g. through the use of complex literary devices such as foreshadowing and flashback);
LA.1112.2.1.7	- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
LA.1112.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.1112.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.1112.2.1.10	- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
English Language Proficiency Standards		
<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - select age appropriate materials to read for pleasure after being shown pictures and illustrated book titles from a variety of reading selections that contain a high proportion of illustrations to text, and will choose from familiar selections; - identify and compare the main characteristics and defining elements among the major genres and subgenres (poetry, novel, drama, short story, essay or editorial); - identify the basic elements pertinent to the basic study of prose; - identify the basic elements pertinent to the basic study of poetry and distinguish between poetry and drama in read-aloud examples. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - select basic age appropriate materials to read or listen to for pleasure after being shown a variety of age and development level appropriate text selections and will choose a reading selection of his or her liking based on preferred topics and favorite authors; - identify and compare the main characteristics among the major genres and subgenres (poetry, novel, drama, short story, essay or editorial); - evaluate the author's use of literary elements: theme, point of view, characterization, setting, and plot pertinent to the basic study of prose; - compare poetry for the effects of sound, form, language, alliteration, onomatopoeia, graphics, structure, and theme to convey mood and meaning in poetry. 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - select grade-level appropriate materials to read or to listen to for pleasure based on personal preference of a variety of criteria, including text difficulty, recommendations of others, and knowledge of author's styles, themes, and genres; - identify and compare the main characteristics among the major genres and subgenres (poetry, novel, drama, short story, essay or editorial) and the literary devices unique to each; - evaluate the author's use of literary elements: theme, point of view, characterization, setting, and plot, and analyze the use of such elements as foreshadowing, irony, satire, and other literary elements pertinent to the basic study of prose; - evaluate poetry for the effects of sound, form, figurative language, alliteration, onomatopoeia, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities in poetry.

Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
	The student will:
LA.1112.2.2.1	- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
LA.1112.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;
LA.1112.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
LA.1112.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
LA.1112.2.2.5	- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

English Language Proficiency Standards

<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - identify basic parts of a book or reference material, including table of contents, glossary - identify the basic uses of reference material and the basic differences between them - use graphic organizers to display information - identify main idea and items in chronological order. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - identify organizational text features of books or reference materials - identify where to find information among possible organizational text features - organize information using charts, graphs, or Venn diagrams - identify main idea and demonstrate ability to respond to questions using information gathered from text - choose non-fiction books to read for pleasure appropriate to age and reading level. 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - use with accuracy text features such as table of contents and indices to locate information - organize information using a variety of strategies, such as webbing, paraphrasing, note card writing - choose and read age and grade level appropriate non-fiction materials - identify main idea and demonstrate ability to respond to questions using information gathered from text - identify differences between all different types of non-fiction materials.
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Grades 11–12: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.1112.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.1112.3.1.2	- making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and		
LA.1112.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
English Language Proficiency Standards			
Beginning: The student will prewrite by:		Intermediate: The student will prewrite by:	Advanced: The student will:
<ul style="list-style-type: none"> - generating ideas in a group setting using teacher guided brainstorming - planning ideas for writing simple essays/ paragraphs appropriate to the topic, audience and purpose - identifying information and grouping information to create a graphic organizer. 		<ul style="list-style-type: none"> - generating ideas for writing simple compositions by using brainstorming techniques and multiple sources - using a variety of prewriting strategies to identify ideas and organizational patterns appropriate to the topic, audience, and purpose. 	<ul style="list-style-type: none"> - generating ideas for writing by using a variety of prewriting strategies to accommodate individual thinking and writing styles; - identifying ideas and organizational patterns appropriate to the topic, audience, and purpose.
Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.1112.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;		
LA.1112.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and		
LA.1112.3.2.3	- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.		
English Language Proficiency Standards			
Beginning: The student will draft writing by:		Intermediate: The student will draft writing by:	Advanced: The student will draft writing by:
<ul style="list-style-type: none"> - developing ideas using basic organizational patterns that provides for a logical progression of ideas; including a beginning, middle, and end through the use of graphic organizers and practice drafts; - using basic primary sources appropriate to the purpose and audience. 		<ul style="list-style-type: none"> - developing ideas using organizational patterns that provides for a logical progression of ideas; including a beginning, middle, and end through the use of graphic organizers and practice drafts; - using some primary and secondary sources appropriate to the purpose and audience. 	<ul style="list-style-type: none"> - developing ideas using organizational patterns that provides for a logical progression of ideas; including a beginning, middle, and end through the use of graphic organizers and practice drafts; - using primary and secondary appropriate to the purpose and audience - analyzing language techniques of familiar authors to establish a personal style demonstrating near native-like command of language.

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:	
LA.1112.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	
LA.1112.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;	
LA.1112.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	
LA.1112.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	
English Language Proficiency Standards		
<p>Beginning: The student will revise the draft by:</p> <ul style="list-style-type: none"> - re-reading grade level compositions regarding a topic or a theme to complete descriptions of the topic, characters, and events; - developing additional supporting details; - improving the organization of related ideas. - using basic tools, such as peer review or checklists. 	<p><i>Intermediate: The student will revise the draft by:</i></p> <ul style="list-style-type: none"> <i>- re-reading grade level compositions to complete descriptions of the topic, characters, and events, where appropriate; to develop supporting details</i> <i>- improving the organization of related ideas;</i> <i>- modifying some word choices and reference information to select more effective language.</i> 	<p>Advanced: The student will revise by:</p> <ul style="list-style-type: none"> - evaluating the draft to maintain a consistent point of view; to clarify or elaborate ideas and descriptions by using precise words and adding details, anecdotes, illustrations, or examples; - ensuring an organizational pattern that reinforces the topic (for example, chronological order, cause and effect, process, order of importance, and comparison and contrast); for grade level language choices; - using varied sentence structure (for example, using absolute phrases and/ or infinitive phrases), and using repetition of words, phrases, and sentence structures to reinforce important ideas; - using teacher guided revisions and corrective feedback or rubrics.

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:	
LA.1112.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i> , <i>croissant</i>);	
LA.1112.3.4.2	- capitalization, including names of academic courses and proper adjectives;	
LA.1112.3.4.3	- punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;	
LA.1112.3.4.4	- grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and	
LA.1112.3.4.5	- varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.	
English Language Proficiency Standards		
Beginning: The student will use the writing process to draft, revise, edit, first words of sentences; for ending punctuation, commas, and use of complete sentences; and corrects spelling in simple phrases, paragraphs/ essays around a particular topic or theme.	Intermediate: The student will edit for correct use of: <ul style="list-style-type: none"> - punctuation, including commas, colons, semicolons; capitalization; effective sentence structure; - subject/verb agreement, noun/pronoun agreement, and possessive forms - textual formatting to support comprehension; - prefixes, suffixes, root words and use knowledge of foreign words commonly used in English. 	Advanced: The student will edit for correct use of: <ul style="list-style-type: none"> - grammar and language conventions, including: spelling; punctuation, including commas, colons, semicolons, apostrophes, dashes, and underlining or italics; capitalization, including first word of a direct quotation; sentence formation, infinitives/infinitive phrases; - possessives, subject/verb agreement, the comparative and superlative of adjectives and adverbs; - noun/pronoun agreement - textual formatting that appeals to readers, including the use of graphics, tables, charts, and illustrations.

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.1112.3.5.1	- prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);		
LA.1112.3.5.2	- include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and		
LA.1112.3.5.3	- sharing with others, or submitting for publication.		
English Language Proficiency Standards			
Beginning: The student will: <ul style="list-style-type: none"> - produce simple final documents, using appropriate technology including narrative and expressive, informative and persuasive, and technical papers; - include the use of some principles of design; - participate in group sharing and simple publication with teacher direction. 		Intermediate: The student will: <ul style="list-style-type: none"> - produce basic final documents, using appropriate technology, including: narrative and expressive; informative and persuasive; and technical papers; - include the use of principles of design (e.g. margins, tabs, spacing, etc.) and graphs and charts - share final documents with others or submit for publication. 	
		Advanced: The student will: <ul style="list-style-type: none"> - produce final documents, using appropriate technology, including: narrative and expressive; informative and persuasive; and technical papers; research reports, and critiques of literature and media summaries; - include the use of principles of design (e.g. margins, tabs, spacing, etc.) and graphs and charts - share a variety of final documents with others or submit for publication. 	

Grades 11–12: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.1112.4.1.1	- write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and		
LA.1112.4.1.2	- incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.		
English Language Proficiency Standards			
Beginning: The student will: <ul style="list-style-type: none"> - write in simple expressive and reflective forms; - write a simple narrative that includes main idea, descriptive details, characters and setting - develop characterization and appropriate format with scaffolded support and teacher direction. 		Intermediate: The student will: <ul style="list-style-type: none"> - write in a variety of expressive and reflective forms - write a narrative that includes main idea, descriptive details, characters and setting; - write a simple plot or dialogue, - begin using a range of narrative techniques and employ simple literary devices; - incorporate some figurative language, emotion, characterization, plot and use appropriate format. 	
		Advanced: The student will: <ul style="list-style-type: none"> - write in a variety of expressive and reflective forms; - write a narrative that includes main idea, descriptive details, characters and setting; - write an engaging plot or dialogue, - use a range of narrative techniques and employ literary devices (e.g. irony, imagery, etc.); - incorporate figurative language, emotion, characterization, plot and use appropriate format. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.1112.4.2.1	- write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);	
LA.1112.4.2.2	- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;	
LA.1112.4.2.3	- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;	
LA.1112.4.2.4	- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);	
LA.1112.4.2.5	- write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.1112.4.2.6	- write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).	

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
	The student will:	
LA.1112.4.3.1	- write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and	
LA.1112.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).	

English Language Proficiency Standards

<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - will communicate either orally or in writing preferences about familiar topics; - explore persuasive techniques in writing in a group setting to include word choice, repetition and emotional appeal; - use some quote or sources of information to support written statements. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - state a position or claim, present basic evidence, examples and reasoning to support effective arguments; - use some persuasive techniques in choice of words, repetition, emotional appeal, hyperbole, appeal to authority, etc.; - use quotes or other sources of information as necessary to support written statements. 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - state a position or claim, present basic evidence, examples and reasoning to support effective arguments; - use some persuasive techniques in choice of words, repetition, emotional appeal, hyperbole, appeal to authority, etc.; - use quotes or other sources of information as necessary to support written statements.
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Grades 11–12: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.
LA.1112.5.1.1	The student will use fluent and legible handwriting skills.	
English Language Proficiency Standards		
Beginning: The student will write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences.	Intermediate: The student will write simple sentences in legible print that used common words and that is appropriate to age, developmental and language proficiency levels	Advanced: The student will demonstrate ability to use fluent and legible handwriting skills with minimal assistance.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.
	The student will:	
LA.1112.5.2.1	- demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;	
LA.1112.5.2.2	- apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;	
LA.1112.5.2.3	- use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one’s own and others’ oral presentations according to designed rubric criteria;	
LA.1112.5.2.4	- use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and	
LA.1112.5.2.5	- research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.	
English Language Proficiency Standards		
Beginning: The student will: - select and use simple listening strategies for solving problems and interpreting the techniques and intent of a presentation; - research and organize basic information and present information orally based on re-telling, speech drafting with prompting/coaching.	Intermediate: The student will: - select and use basic listening strategies for solving problems, interpreting and evaluating the techniques and intent of a presentation; - research, organize and effectively deliver a basic speech to inform - demonstrate appropriate use of body language, eye contact, and gestures in making basic presentations.	Advanced: The student will: - select and use appropriate listening strategies to the intended purpose of solving problems, interpreting and evaluating the intent of a presentation, or entertainment; - research, organize and effectively deliver a speech to inform, persuade, or defend, demonstrating effective use of speaking skills and behaviors.

Grades 11–12 : Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.1112.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;		
LA.1112.6.1.2	- analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and		
LA.1112.6.1.3	- use the knowledge to create workplace, consumer, or technical documents.		
English Language Proficiency Standards			
Beginning: The student will: <ul style="list-style-type: none"> - identify the structure and format of functional workplace, consumer or technical documents by using familiar pictures, symbols, words or graphics; - orally or using simple words explain the text features (charts, maps, diagrams, etc. that aid a reader's understanding; - use pictures or diagrams to create a simple workplace, consumer or technical document. 		Intermediate: The student will: <ul style="list-style-type: none"> - identify information in text features (e.g. title, illustrations, graphics, table of contents, heading, subheadings, etc. ; - use simple text to explain how text features (e.g. charts, maps, graphs, headings, diagrams, etc.) can aid the reader's understanding; - use simple text to create a workplace, consumer or technical document. 	
		Advanced: The student will: <ul style="list-style-type: none"> - locate and identify information provided in text features and demonstrate ability to analyze structure and format of functional workplace, consumer or technical documents; - describe how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) can aid the reader's understanding; - use knowledge and understanding of text features to create a workplace, consumer or technical document. 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.1112.6.2.1	- select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;		
LA.1112.6.2.2	- organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;		
LA.1112.6.2.3	- write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and		
LA.1112.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		
English Language Proficiency Standards			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
<ul style="list-style-type: none"> - identify a problem and develop a search plan to select resources for information; - locate and obtain information from multiple references or resources (e.g., digital or print texts, maps, charts, graphs, photographs) and use appropriate sources to check the accuracy of information; 	<ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in references or other sources; - locate information (e.g., digital or print texts, charts, photographs) to answer search questions and determine whether content in informational materials is accurate; 	<ul style="list-style-type: none"> - select a topic of interest to explore; - use teacher-recommended sources to obtain information about the topic and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about selected topic using pictures, symbols, or words; and - identify sources of information used in communication. 	

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:
LA.1112.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
LA.1112.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
LA.1112.6.3.3	- demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

English Language Proficiency Standards

<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - identify words that persuade, statements of fact, and author's opinions and locates them in the text with graphics, and use that information to determine if author's statements make sense; - identify bias, prejudice, and propaganda in simple mass media and digital technology selections. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - recognize persuasive and propaganda technique in text by identifying words that persuade, statements of fact, and author's opinions and locates them in the text, and use them in context to determine the strengths and weaknesses of an argument and differentiate between logical and illogical, and ethical and unethical statements; - analyze bias, prejudice, and propaganda in basic mass media and digital technology selections. 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - recognize persuasive and propaganda technique in text by reviewing text or passages that provide factual information, TV and magazine advertisements and editorials and use that information to determine the strengths and weaknesses of an argument and differentiate between logical and illogical, and ethical and unethical statements; - evaluate and analyze bias, prejudice, and propaganda in complex mass media and digital technology selections.
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Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:
LA.1112.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.112.6.4.2	- routinely use digital tools for publication, communication and productivity.

English Language Proficiency Standards

<p>Beginning: The student will:</p> <ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - select and use technology tools to publish and present information on a variety of topics. 	<p>Intermediate: The student will:</p> <ul style="list-style-type: none"> - access simple information from electronic sources, including audio-visual, telecommunications, computers, multimedia, interactive technology and uses the information to increase communication skills; - demonstrate the ability to evaluate media messages including attempts to manipulate the language; - report to the class in written or oral form using information obtained through the use of technology 	<p>Advanced: The student will:</p> <ul style="list-style-type: none"> - strengthen communication skills through the use of software applications, including spreadsheets and digital multimedia presentations, including online communications and database management; - prepare and analyze oral or written reports or projects which require the use of visuals, multimedia, props, and technology; - apply digital tools (e.g., word processing, web, tools, graphics organizers) to publications and presentation.
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