

Poudre School District
LANGUAGE ARTS
ESSENTIAL STANDARDS FOR ELEVENTH & TWELFTH GRADES

If no specific skills are listed under a benchmark, then skills are taught to mastery at another level

STANDARD 1: READING

Students read and understand a variety of materials

1.1 BENCHMARK: COMPREHENSION SKILLS

Use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)

- Use inferences to evaluate and synthesize ideas within **texts**, between **texts**, between the reader's experience and the **texts** and between the **text** and world events

1.2 BENCHMARK: PRIOR KNOWLEDGE

Make connections between texts and prior knowledge and identify knowledge needed before reading about a topic

- Seek out and synthesize background information about the subject, author, **text** structure and historical context to make predictions about content and **purposes** of **texts**

1.3 BENCHMARK: READING PURPOSE

Adjust reading strategies for different purposes

- Evaluate the validity of opinions and facts expressed
- Formulate opinions and support them with details from **texts** and personal experience

1.4 BENCHMARK: WORD RECOGNITION STRATEGIES

Use a variety of word recognition skills and resource

- Expand independent use of a variety of sources to locate meanings and pronunciations of unfamiliar words

1.5 BENCHMARK: VOCABULARY

Use information from reading to increase vocabulary and enhance language usage

- Understand that vocabulary expresses differences in conversational registers (e.g., formal vs. informal, standard usage vs. slang)
- Understand that vocabulary is dynamic and that discerning readers understand the subtleties of these changes

STANDARD 2: WRITING AND SPEAKING

Students write and speak for a variety of purposes and audiences

2.1 BENCHMARK: GENRE

Students write and speak in a variety of genres

- Incorporate material from a variety of appropriate sources independently in writing and speaking
- Apply knowledge of **genres** and **purposes** to literary analysis

2.2 BENCHMARK: AUDIENCE AND PURPOSE

Write and speak for a variety of audiences and purposes

- Use appropriate vocabulary for a specific audience

***Skills listed on this document should be mastered at the grade level where they appear.**

- Determine appropriate **essay** formats based on **purpose**
- Demonstrate skills in literary analysis by selecting appropriate evaluative methods and collecting and synthesizing support

2.3 BENCHMARK: WRITING PROCESS

Use the steps of the writing process (e.g., plan, draft, revise, edit, share)

- Apply strategies independently to plan, draft, revise and edit writing for a variety of **purposes** and audiences

2.4 BENCHMARK: DEVICES AND WORD CHOICE

Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning

- Demonstrate control of devices and word choice in writing

2.5 BENCHMARK: ORGANIZATION

Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)

- Collect, evaluate and organize information from a variety of sources to produce research **products**

2.6 BENCHMARK: PRODUCT PRESENTATION

Use appropriate strategies to publish writing

- Reflect appropriate manuscript requirements in writing

STANDARD 3: LANGUAGE STRUCTURE

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

3.1 BENCHMARK: GRAMMAR AND USAGE

Use conventions of grammar and usage in writing and speaking

- Apply knowledge and demonstrate control of grammar and usage as outlined in the 7th-9th grade Essential Standards

3.2 BENCHMARK: SENTENCE STRUCTURE

Use correct sentence structure in writing

- Apply knowledge and demonstrate control of **sentence** structure as outlined in the 7th-9th grade Essential Standards

3.3 BENCHMARK: PUNCTUATION

Use conventions of punctuation in writing

- Apply knowledge and demonstrate control of punctuation as outlined in the 7th-9th grade Essential Standards

3.4 BENCHMARK: CAPITALIZATION

Use conventions of capitalization in writing

- Apply knowledge and demonstrate control of capitalization as outlined in the 7th-9th grade Essential Standards

3.5 BENCHMARK: SPELLING

Use conventions of spelling in writing

- Apply knowledge and demonstrate control of spelling as outlined in the 7th-9th grade Essential Standards

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STANDARD 4: THINKING AND VIEWING

Students apply thinking skills to their reading, writing, speaking, listening and viewing

4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS

Use thinking and analytical skills in writing, reading, speaking, listening and viewing

- Make accurate predictions, draw conclusions and analyze **texts**

4.2 BENCHMARK: PROBLEM SOLVING

Use reading, writing, speaking, listening and viewing to define and solve problems

- Independently practice collaboration to gather and to share information with others (e.g., Socratic Seminar, Shared Inquiry)

4.3 BENCHMARK: OPINIONS

Recognize, express and support opinions orally and in writing

- Compare and analyze the opinions of others and formulate and defend personal opinions in an articulate manner

4.4 BENCHMARK: AUTHOR'S POINT OF VIEW

Know the purpose, perspective and historical and cultural influences of a speaker, author or director

- Evaluate, synthesize and analyze the **author's purpose**
- Identify historical/cultural context in a variety of **texts**

4.5 BENCHMARK: EVALUATION

Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)

- Use a variety of criteria to evaluate the literary quality of **texts** (e.g., **purpose**, concept, theme development, historical perspective, dialogue)

STANDARD 5: RESEARCH

Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources

5.1 BENCHMARK: RESOURCES

Understand the structure, organization and use of resources to gather information for research

- Analyze information for credibility, validity and bias

5.2 BENCHMARK: ORGANIZATION OF INFORMATION

Use a variety of strategies to organize information

- Recognize the **persuasive** nature of research and gather information from a variety of sources with the intent of defending a position

5.3 BENCHMARK: DOCUMENTATION

Document information sources

- Continue to define and refrain from **plagiarism**
- Accurately use **MLA** style or other styles required to document resources in research, independently

5.4 BENCHMARK: RESEARCH PRODUCTS

Communicate the results of research

- Produce **texts** that represents a balance of factual information and personal analysis and evaluation with cited sources and parenthetical documentation

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STANDARD 6: LITERATURE AND CULTURE

Students read and recognize literature as a record of human experience

6.1 BENCHMARK: LITERARY TERMINOLOGY

Recognize and use literary terminology

- Apply knowledge of theme, poetic forms and poetic devices and explain how each literary technique adds meaning to **texts**
- Refrain from using logical fallacies when creating **texts**

6.2 BENCHMARK: READING GENRES

Read a variety of literary and informational texts

- Read, discuss and analyze a variety of **fiction** and **non-fiction texts** from the menu offered on the **PSD Novels List** focusing on U.S. literature, British literature including the required **texts** *The Scarlet Letter* or *The Crucible* and *Huckleberry Finn*

6.3 BENCHMARK: CULTURE

Read to learn about culture

- Understand how historical context shapes and informs the literature of the era
- Understand American, British and Asian/Pacific cultures and traditions expressed in a variety of **texts** and **genres**, including both classical and contemporary **texts**

6.4 BENCHMARK: LITERARY ANALYSIS

Use a variety of strategies to understand and analyze texts

- Recognize and use a variety of literary analysis strategies (e.g., historical, feminist, post-modern, formal, reader response)

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