New Mexico Content Standards, Benchmarks, and Performance Standards

LANGUAGE ARTS

GRADES 9-12
State Board of Education Goal: *Establish clear and high standards in all academic and vocational subjects and ensure that assessments are aligned with content, benchmarks, and performance standards; require alignment of school curricula with performance standards and revise on a regular basis.* (Adopted, July 1999)

This document groups the Content Standards, Benchmarks, and related Performance Standards in the language arts into three strands:

- **Reading and Listening for Comprehension**;
- **Writing and Speaking for Expression**; and
- **Literature and Media**.

The *Language Arts Content Standards, Benchmarks, and Performance Standards* has been designed:

- To describe the disciplinary content and skills students should learn at specific grade levels;
- To help teachers create classroom instruction and authentic assessments that address a substantive core curriculum that can be applied to student successes across all disciplines; and
- To serve as the basis for a statewide assessment of student learning.

The *Language Arts Content Standards, Benchmarks, and Performance Standards* is a spiraling framework in the sense that many skills, once introduced, develop over time. While the Performance Standards are set forth at grade-specific levels, they do not exist as isolated skills; each exists in relation to the others. These Language Arts Standards are for all students and use in all content areas.

New Mexico Language Arts Content Standards, Benchmarks, and Performance Standards identify what students should know and be able to do across all grade levels. Each Content Standard is elaborated into three grade-span Benchmarks that are further defined by specific grade level Performance Standards. They illustrate how learners at every level continue to build and expand their knowledge by using similar language skills with increasing sophistication, refinement, and independence.

Many of the performance standards in the *Language Arts Content Standards, Benchmarks, and Performance Standards* are unique to English language instruction, skills, and ability. However, because these skills are essential to all content areas, it is the expectation that all students will achieve these standards. Thus, it is important to note that multiple assessments, including statewide assessments, are necessary to fully capture what students know and what they are able to do.
Language Arts
Guiding Principles

The following ten principles are philosophical statements about learning and teaching in the language arts. These principles are provided as a guide to the construction and evaluation of language arts curricula and underlie every content standard in this framework.

Guiding Principle 1: An effective language arts curriculum develops thinking and language together through interactive learning.
Effective language-use both requires and extends thinking. As learners listen to a speech, view a documentary, respond to a literary work, or convey their ideas in an essay, they engage in thinking processes. The learning standards in this framework specify the intellectual processes that students must draw on as they learn through and about language. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the language arts and in all disciplines when they undertake increasingly challenging assignments that require them to write or talk about what they are learning.

Guiding Principle 2: An effective language arts curriculum develops children’s oral language and early literacy through appropriately challenging learning.
Schools must provide a strong and well-balanced instructional program for developing reading and writing skills in the primary grades, with materials appropriate for their students. The roots of successful beginning reading and writing lie in oral language development. Most children begin school able to use their oral language effectively for many purposes. Teachers further develop students’ oral language and strengthen their powers of observation and memory to help them acquire the concepts and skills essential for learning to read and write. Early literacy programs provide students with a variety of oral language activities, high quality reading materials, systematic phonics instruction, and opportunities to work with others who are reading and writing. Reading to preschool and primary grade children plays an especially critical role in developing the foundation for literacy.

Guiding Principle 3: An effective language arts curriculum draws on literature from many genres, time periods, and cultures.
All students deserve knowledge of works reflecting a literary heritage that goes back thousands of years. In each district, teachers must work together to develop PreK-12 literature programs that are coherently articulated from grade to grade. Schools should expose students to literary works about the many different kinds of communities that make up contemporary America and about countries and cultures throughout the world.
In order to instill a love of reading, language arts teachers need to encourage independent reading in and outside of class. Librarians also play a key role in finding reading materials to match students’ interests and in suggesting further resources. By reading and discussing books and articles with their children, and by visiting libraries with them, parents and other family members can make reading an important part of home life.

Guiding Principle 4: An effective language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse. The beginning writing of children records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

Guiding Principle 5: An effective language arts curriculum provides for literacy in all forms of media. Computers, the Internet, television, film, videos, and radio are widespread modes of communication in the modern world. All students need to learn how to be effective users of these various media for obtaining information and for communicating to others for a variety of purposes. Each of these media has its advantages and challenges, and students must learn to apply the critical techniques learned in the study of literature to the evaluation of film, video, television, and multimedia.

Guiding Principle 6: An effective language arts curriculum embeds skills instruction in meaningful learning. In many cases, explicit skills instruction is most effective when it responds to specific problems individual students reveal in their own work. For example, a teacher may wish to explain particular writing conventions to the whole class, monitor each student’s progress, and then provide direct individualized instruction when needed. In other cases, explicit skills instruction is most effective when it precedes what students need to learn. A teacher should, for instance, provide systematic phonics lessons in particular decoding skills to students who do not have these skills before they try to use them in their subsequent reading. Systematic phonics lessons are especially important for those students who lack “phonemic awareness” or the ability to pay attention to the component sounds of language.

Guiding Principle 7: An effective language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized. For example, a reading skill has become a strategy when a student uses decoding for recognizing known words not previously seen in print, or looks up the meaning of an unfamiliar word in a dictionary. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, “Does this organization work?” or “Are my punctuation and spelling correct?” At the point that students are able to articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them, they have become independent learners.
Guiding Principle 8: An effective language arts curriculum builds on the language, experiences, strategies, and interests that students bring to school.
Teachers recognize the importance of finding strategies that enable them to respond to the challenges of linguistic and cultural differences in their classrooms. They recognize that sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in the neighborhood but which may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as potential bridges to speaking and writing in standard English.

Guiding Principle 9: An effective language arts curriculum develops each student’s distinctive writing or speaking voice.
A student’s writing and speaking voice is an expression of self. Students’ voices tell us who they are, how they think, and the unique perspectives they bring to their learning. These voices develop when teachers provide opportunities for students to interact with one another, to explore each other’s ideas, and to communicate their own ideas to others. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication and learn to use vocabulary appropriate to the audience and purpose. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

Guiding Principle 10: While encouraging respect for differences in home backgrounds, an effective language arts curriculum nurtures students’ sense of their common ground as productive citizens in order to prepare them for responsible participation in schools, community, and society.
Teachers are teaching an increasingly diverse group of students in their classrooms. Taking advantage of this diversity, teachers carefully choose literature and guide discussions about the extraordinary variety of peoples around the world and their different beliefs, stories, and traditions. At the same time, they help each generation of students rediscover common ground as they prepare to become self-governing citizens of the United States of America. A language arts curriculum can serve as a unifying force in New Mexico schools and society.

Adapted from the Massachusetts State Department of Education’s English Language Arts Content Standards and Benchmarks.
Content Standards for Language Arts

**Strand:** Reading and Listening for Comprehension

**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, or viewed.

**Strand:** Writing and Speaking for Expression

**Content Standard II:** Students will communicate effectively through speaking and writing.

**Strand:** Literature and Media

**Content Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self.
**Strand:** Reading and Listening for Comprehension  
**Content Standard I:** 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.

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| **9** | 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 |
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| **10** | 1. Produce reminiscences (about a person, event, object, place, animal) that engages the audience by:  
- using specific sensory details with purpose  
- explaining significance from an objective perspective  
- moving effectively between past and present  
- recreating a mood  
2. Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts.  
3. Create responses that evaluate problems and offer solutions to a reader or listener by:  
- clearly stating the problem and relevant issues  
- determining the significance of the problem  
- focusing on a neutral audience  
- logically organizing the solutions for a specific audience  
- offering and evaluating effective solutions  
- creating a sense of resolution or closure  
4. Evaluate the information, explanations, or ideas of others by:  
- identifying clear, reasonable criteria for evaluation applying those criteria using reasoning and substantiation |
| **11** | 1. Demonstrate increasing insight and reflection to print and non-print text through personal expression.  
2. Reflect and respond expressively to texts so that the audience will:  
- discover multiple perspectives  
- investigate and articulate connections  
- explore how life experiences influence a response to a selection  
- recognize that responses of others may be different  
3. Respond to informational texts by:  
- using a variety of strategies for preparation, engagement, and reflection  
- paraphrasing main ideas and supporting details  
- explaining significant connections between speaker’s/author’s purpose, tone, biases, and the message for the intended audience |
| **12** | 1. Express reflections and reactions to print and non-print texts as well as to personal experience by:  
- composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas  
- responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author’s use of language and how the writer relates to the subject so that the audience will empathize,  
2. Analyze and critique texts from various perspectives and approaches by:  
- developing critiques based on establishing and applying clear, credible criteria for evaluation substantiating assessments with reasons and evidence |
**Strand: Reading and Listening for Comprehension**  
**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

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

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| 9     | 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, E-mail, government publications, microfiche, other library resources)  
       2. Synthesize a variety of types of visual information including pictures and symbols. |
| 10    | 1. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.  
       2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.  
       3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience. |
| 11    | 1. Conduct research using data from in-depth field studies.  
       2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.  
       3. Inform an audience by using a variety of media to research and explain insights.  
       4. Demonstrate proficiency in accessing and sending information electronically. |
| 12    | 1. Identify and defend research questions and topics that will be important in the future.  
       2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.  
       3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively. |
Strand: **Reading and Listening for Comprehension**  
Content Standard I: **Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

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

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| 9     | 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. |
| 10    | 1. Examine controversial issues by:  
         • sharing and evaluating personal response  
         • researching and summarizing data  
         • developing a framework in which to discuss the issue (creating the context)  
         • compiling personal responses and researched data to organize the argument  
         • presenting data in various forms (e.g., graph, essay, speech, video)  
   2. Critically interpret and evaluate experiences, literature, language, and ideas by:  
         • making generalizations supported by specific references  
         • reflecting on observations and their relationship to a current viewpoint  
         • distinguishing fact from fiction and recognizing personal bias  
   3. Identify critical questions that would lead to a broader understanding of a selection.  
   4. Identify complex literary terms and find examples in text.  
   5. Read critically and independently to draw conclusions from research. |
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| 11    | 1. Use language persuasively in addressing a particular issue by:  
|       | • finding and interpreting information effectively  
|       | • recognizing propaganda as a purposeful technique  
|       | • establishing and defending a particular perspective  
|       | • responding respectfully to viewpoints and biases  
|       | 2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:  
|       | • examining the functions and effects of narrative strategies  
|       | (e.g., plot, conflict, suspense, point of view, characterization, dialogue)  
|       | • interpreting effects of figures of speech and the effects of sounds  
|       | • analyzing stylistic features such as word choice and links between sense and sound  
|       | • identifying ambiguity, contradiction, irony, parody, and satire  
|       | • demonstrating how selections reflect the cultures that shaped them.  
|       | 3. Analyze overall effectiveness of one’s own writing.  |
| 12    | 1. Research, define, and present issues of public concern by:  
|       | • using a variety of resources such as media centers, on-line resources, interviews, and personal reflection  
|       | • specifying the nature of an issue, including claims made and the reasoning that supports those claims  
|       | • organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue  
|       | 2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author’s work.  
|       | 3. Analyze the effects on a text of the attitudes and values of a period in which the text was written. |
**Strand: Reading and Listening for Comprehension**

**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

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

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| 9     | 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, E-mail, CD-ROM, on-line publications, digital images, video). |
| 10    | 1. Pose questions prompted by text and research answers by:  
     • accessing cultural information or explanations from print and non-print media sources  
     • prioritizing and organizing information to construct a complete and reasonable explanation  
   2. Analyze the ideas of others by identifying the ways in which writers:  
     • introduce and develop a main idea  
     • choose and incorporate significant, supporting, relevant details  
     • relate the structure/organization to the ideas  
     • use effective word choice as a basis for coherence  
     • achieve a sense of completeness and closure  
   3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.  
   4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures. |
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| 11    | 1. Demonstrate an understanding of the conventions of language by:  
|       | • decoding vocabulary using knowledge Greek and Latin bases and affixes  
|       | • discerning the relationship of word meanings between pairs of words in analogies  
|       | (synonyms/antonyms, connotation/denotation)  
|       | • contrasting use of language conventions of authors in different time periods  
|       | • analyzing the power of standard usage over nonstandard usage in a variety of settings  
|       | (e.g., job interviews, academic environment, public speaking)  
|       | 2. Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization.  
|       | 3. Recognize how new information changes one's personal knowledge base.  
|       | 4. Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances.  
|       | 5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).  
|       | 6. Use an array of media and technologies to examine and comprehend information.  
| 12    | 1. Read a wide variety of informational and literary texts and selections to:  
|       | • understand and express reflections and reactions to print and non-print text, as well as, personal experience  
|       | • inform an audience  
|       | • develop an argument to support an issue or position  
|       | • conduct research and make in-depth analyses of information  
|       | • synthesize ideas and generate new understanding to increase a knowledge base  
|       | 2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works.  
|       | 3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures.  
<p>|       | 4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, E-mail, networks). |</p>
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| 9     | 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. |
| 10    | 1. Produce responses to editorials/literature for a neutral audience by providing:  
      |   • a clearly stated position or proposed solution  
      |   • relevant, reliable support  
      | 2. Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context.  
      | 3. Defend argumentative positions on literary and non-literary issues by:  
      |   • sharing and evaluating initial personal response  
      |   • presenting researched and summarized information  
      |   • creating a context to discuss the issue  
      |   • researching and compiling data to organize the argument  
      |   • presenting data |
| 11    | 1. Use language persuasively in addressing a particular issue by:  
      |   • finding and interpreting information effectively  
      |   • recognizing propaganda as a purposeful technique  
      |   • establishing and defending a point of view  
      |   • responding respectfully to viewpoints and biases  
      | 2. Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion.  
<pre><code>  | 3. Analyze differences in responses to focused group discussion in an organized and systematic way. |
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| 12    | 1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.  
2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures).  
3. Organize and deliver an argument so that an intended audience will respond by:  
   • wording the claim clearly  
   • specifying convincing reasons to support the claim  
   • adopting a stance and appropriate tone toward the issue  
4. Design and apply criteria for evaluating oral presentations and arguments before delivering them. |

**Strand: Writing and Speaking for Expression**  
**Content Standard II: Students will communicate effectively through speaking and writing.**  

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

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| 9     | 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. |
| 10    | 1. Demonstrate appropriate manuscript requirements that include title page, pagination, spacing and margins, and integration of source and support material (e.g., citations, reference lists, direct quotations) with appropriate punctuation and format.  
2. Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). |
| 11    | 1. Demonstrate control of grammar, diction, paragraph, and sentence structure.  
2. Use a variety of technology tools to present information appropriate for the purpose and audience.  
3. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments). |
| 12    | 1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas. |
Strand: Speaking and Writing for Expression
Content Standard II: Students will communicate effectively through speaking and writing.

9-12 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process.

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| 9     | 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. |
| 10    | 1. Write to stimulate the emotions of the reader.  
      | 2. Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods such as:  
      |   • examples and details  
      |   • commonly accepted beliefs  
      |   • expert opinions  
      |   • quotations and citations  
      |   • cause and effect  
      |   • comparison and contrast reasoning  
<pre><code>  | 3. Differentiate among literal, figurative, and connotative meanings. |
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| 11    | 1. Use argument to:  
|       | • interpret researched information  
|       | • establish and defend a point of view  
|       | • address concerns of the opposition  
|       | • use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies)  
|       | • use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images)  
|       | • develop a sense of completion  
|       | 2. Synthesize and organize information from a variety of sources in order to inform and persuade an audience.  
|       | 3. Analyze the works of others for:  
|       | • consistency of facts, ideas, tone, voice  
|       | • development of argument or plot  
|       | • clarity and conciseness |
| 12    | 1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others.  
|       | 2. Use the elements of satire in persuasive writing.  
|       | 3. Analyze own work for:  
|       | • consistency of facts, ideas, tone, voice  
|       | • development of argument or plot  
|       | • clarity and conciseness |
Strand: Literature and Media  
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

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

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| 9     | 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 |
| 10    | 1. Analyze actions that reflect motivations based on culture, personal history, environment, and society.  
2. Analyze the results of a character’s actions on the basis of the character’s culture and society.  
3. Describe the significance of selected works on societies and cultures. |
| 11    | 1. Analyze the clarity and consistency of literary works or essays on a topic.  
2. Analyze arguments, concepts, and perspectives presented in literary works and media. |
| 12    | 1. Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives.  
2. Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student. |
Strand: **Literature and Media**
Content Standard III: **Students will use literature and media to develop an understanding of people, society, and the self.**

### 9-12 Benchmarks III-B: **Understand literary elements, concepts, and genres.**

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| **9** | 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. |
| **10** | 1. Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work.  
2. Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).  
3. Analyze the ideas of others by identifying the ways in which writers:  
   - introduce and develop a main idea  
   - choose and incorporate relevant details  
   - relate the organization to the ideas  
   - use effective word choice as a basis for coherence  
   - achieve a sense of completeness and closure |
| **11** | 1. Interpret culturally specific ambiguities, subtleties, contradictions, ironies, and nuances in literary works.  
2. Analyze ways in which writers use personification, figures of speech, and sounds to evoke readers’ emotions and understanding. |
| **12** | 1. Identify significant themes and concepts in literary works as they relate to the reader.  
2. Analyze thematic connections among literary works by using specific references to show how a theme is universal. |
## Language Arts Glossary

<p>| <strong>Active Listening Skills</strong> | Behaviors used to listen, attend to the person speaking, and to understand. These include, but are not limited to: facing the speaker, removing distractions, demonstrating attentiveness, asking questions, and summarizing. |
| <strong>Analysis</strong> | As an activity or a rhetorical strategy, to separate the parts of a whole and examine each part. |
| <strong>Authentic Assessment</strong> | Portfolio assessments, performance evaluators, open-ended exams, and other assessment instruments used to evaluate student performance on those work and life skills embodied in the Content Standards and Benchmarks. |
| <strong>Benchmarks</strong> | A statement of what all students should know and be able to do in a content area by the end of designated grades or levels. The grade groupings used for this purpose are kindergarten-grade 4; 5-grade 8, and 9-grade 12 checkpoints for evaluating progress towards achieving the content standards. |
| <strong>Bias</strong> | A personal belief or stance on a subject. In literature, bias is often tied to the author’s point of view. |
| <strong>Content Standards</strong> | A broad description of the knowledge and skills students should acquire in a particular subject area. |
| <strong>Criterion</strong> | An established standard by which something may be judged or examined. |
| <strong>Decoding</strong> | A mental activity in which information is deconstructed into understandable or recognizable parts. An element of reading strategies. |
| <strong>Descriptive Writing</strong> | Writing that uses concrete and specific details that appeals to one or more of the reader’s five senses. |
| <strong>Dialogue</strong> | A conversation between two individuals. |</p>
<table>
<thead>
<tr>
<th><strong>Diction</strong></th>
<th>The use and choice of words in a piece of writing. Diction is also enunciation.</th>
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</thead>
<tbody>
<tr>
<td><strong>Expository Writing</strong></td>
<td>Non-fiction essays writing.</td>
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<tr>
<td><strong>Graphophonics</strong></td>
<td>Connecting the sound of letters or words to the shape of letters or words.</td>
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<tr>
<td><strong>Jargon</strong></td>
<td>A vocabulary common to a particular field of work or group of people. For example, the language used by doctors to discuss their work is different to the language used by lawyers to discuss their work.</td>
</tr>
<tr>
<td><strong>Lingo</strong></td>
<td>Similar to jargon. A vocabulary used by a particular group.</td>
</tr>
<tr>
<td><strong>Meta-cognitive</strong></td>
<td>To understand how one knows or learns something. To understand the process one engages in to acquire knowledge.</td>
</tr>
<tr>
<td><strong>Multiple Assessments</strong></td>
<td>A variety of measures to evaluate acquisition of a skill.</td>
</tr>
<tr>
<td><strong>Narrative Writing</strong></td>
<td>A rhetorical strategy. Narrative writing tells a story or part of a story.</td>
</tr>
<tr>
<td><strong>Non-written Text</strong></td>
<td>Graphics, pictures, or any visual images that are an intricate part of the message of the text. Information delivered by means other than writing.</td>
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<tr>
<td><strong>Reliable</strong></td>
<td>Giving the same result on successive trials.</td>
</tr>
<tr>
<td><strong>Rhetorical Strategy</strong></td>
<td>The strategy or plan selected to effectively deliver the intended message in a written piece of work.</td>
</tr>
<tr>
<td><strong>Performance Standards</strong></td>
<td>Concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed in the content standards:</td>
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<tr>
<td></td>
<td>• degree or quality of student performance within content standards students are expected to achieve at grades K-4, 5-8, and 9-12; and</td>
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<td></td>
<td>• how adept or competent a student demonstration must be to indicate attainment of the benchmarks on the way to the content standard.</td>
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<tr>
<td><strong>Perspective</strong></td>
<td>Sympathetic understanding or insight.</td>
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<tr>
<td><strong>Persuasion</strong></td>
<td>A rhetorical strategy. Persuasion works to enlighten a reader/listener about an alternative point of view or into changing his/her opinion on a subject.</td>
</tr>
<tr>
<td><strong>Point of View</strong></td>
<td>In literature, it is the position from which the story is told. In writing, it can be first (I, we), second (you), or third (he/she/it or they).</td>
</tr>
<tr>
<td><strong>Primary Source</strong></td>
<td>The main source used to defend a research question. For example, critical essays, documented studies, scholarly or technical journals, or interviews with experts. These sources show authority and thoroughness in discussion of a subject.</td>
</tr>
<tr>
<td><strong>Secondary Source</strong></td>
<td>The sources used to support the main source. For example, magazine articles or encyclopedia entries. These sources support the main ideas of the main source, but do not show the same authority and thoroughness in discussion of a subject.</td>
</tr>
<tr>
<td><strong>Slang</strong></td>
<td>Casual language. Informal English.</td>
</tr>
<tr>
<td><strong>Spiraling Framework</strong></td>
<td>Concepts and skills introduced and acquired at a particular time continue to be reinforced and enhanced.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>A systematic plan.</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>A written, printed document.</td>
</tr>
<tr>
<td><strong>Valid</strong></td>
<td>Produces or relates to the intended results or goal.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>A list or collection of words and definitions, or the language used by a specific group.</td>
</tr>
</tbody>
</table>