English Language Arts
STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION

Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.

STANDARD 1.1 Understand and practice writing as a recursive process.

HSCE	Original Language	OAISD Assessable Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Use independent and collaborative strategies for: • planning • drafting • revising • editing.			Use teacher specified independent and collaborative strategies for: • planning • drafting • revising • editing.	Choose, develop and implement appropriate strategies based upon the task.
CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Use variety prewriting strategies to: • generate focus • organize ideas.			Use variety of teacher specified prewriting strategies to: • generate focus • organize ideas.	Choose, develop and implement the appropriate prewriting strategies for a given task.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	Select and use language for: • purpose • audience • context.		Identify formal and informal language in writing.	Identify specific types of formal language (ie: letters to the editor, academic, critical analysis) and informal language (ie: letter to a friend, blog, text message) in writing.	Choose a type of formal language (ie: letters to the editor, academic, critical analysis) or informal language (ie: letter to a friend, blog, text message) in writing based upon a given task.
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Compose drafts that recognize the constraints and possibilities of various genres in terms of: • structure • language • grammar, usage, and mechanics.	Recognize appropriate structures, language and grammar in drafts that reflect the genre of a task (fiction writing would include plot, conflict and characters; persuasive writing includes thesis, evidence, sources).	Use appropriate structures, language and grammar in drafts that reflect the genre of a task (fiction writing would include plot, conflict and characters; persuasive writing includes thesis, evidence, sources, counterargument).	Use appropriate structures, language and grammar in drafts that reflect the genre of a task (fiction writing would include plot, conflict and characters; persuasive writing includes thesis, evidence, sources, counterargument).	Use appropriate structures, language and grammar in a wide variety of genres that correctly reflect the constraints and possibilities of that genre.

HSCE	Original Language	OAISD Assessable Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions.	Revise writing to more precisely convey meaning by: • deleting and/or reorganizing ideas • addressing potential readers' questions.	Students will demonstrate understanding of revision following specific instruction, e.g. STAR strategy (substitute, take out, add, rearrange), using guided classroom practice.	Students will demonstrate understanding of the application of revision strategies using a guided checklist.	Students will demonstrate effective use of revision strategies independently and through collaboration with others by identifying specific revisions employed in a piece of writing.	Students will reflect in writing on their use of revision strategies with an eye toward how revision has helped them more precisely convey meaning.
CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	Consider audience when editing for: • style • tone • word choice • grammar usage • mechanics.		Consider audience when editing for: style, tone, and word choice grammar, usage, and mechanics within the constraints of grammar, usage and mechanics required in Strand 4 for this grade level.	Consider audience when editing for: style, tone, and word choice grammar, usage, and mechanics within the constraints of grammar, usage and mechanics required in Strand 4 for this grade level.	Consider audience when editing for: style, tone, and word choice grammar, usage, and mechanics within the constraints of grammar, usage and mechanics required in Strand 4 for this grade level.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	Proofread final drafts for publication.			Proofread final drafts for publication based on rubric and assignment criteria.	Proofread final drafts for publication based on rubric and assignment criteria.

STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, web pages).	Express personal experiences through: • writing • speaking • artistic representations.	Reflect on a personal experience.	Take a stance on an issue based on personal experience.	Compare and contrast a personal experience with a different perspective.	Present a new view of the world based on personal experience.
CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Assess your own writing in terms of: • strengths • weaknesses • development.	Identify strengths and weaknesses in own writing.	Identify strengths and weaknesses in own writing.	x Identify strengths, weaknesses and analyze growth over time in your own writing.	Identify strengths, weaknesses and analyze growth over time in your own writing.

STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Compose in various: • genres • organizational patterns • formats (written, spoken, multimedia).	Compose in a range of genres.	Compose in a range of genres that serve a variety of purposes.	Compose in a range of genres that serve a variety of purposes and that use a variety of organizational patterns.	Compose in a wide range of genres that serve a variety of purposes and that use a variety of organizational patterns.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Compose essays or work-related texts that serve their purpose through the use of: • an engaging introduction • clear thesis • well-constructed paragraphs • transition sentences • powerful conclusion.	Compose basic essays focusing on well-developed paragraphs.	Compose essays focusing on an engaging introduction, clear thesis, well-constructed paragraphs, and conclusion.	Compose more advanced essays with an emphasis on logical thinking and the development of ideas through the art of persuasion focusing on engaging introductions, clear thesis, well-constructed paragraphs, transition sentences, and powerful conclusions.	Compose more advanced essays with an emphasis on logical thinking and the development of ideas through the art of persuasion focusing on engaging introductions, clear thesis, well-constructed paragraphs, transition sentences, and powerful conclusions.
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Keep original language.	Compose essays to include varied sentence length and structure.	Compose essays with sentence variety in structure and length and selective word choice.	Compose essays with an emphasis on varied sentence structure and length and varied and precise word choice.	Compose essays with an emphasis on varied sentence structure and length and varied and precise word choice.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	Develop and extend a thesis, argument or exploration by: • analyzing different perspectives • employing an effective structure.		Develop an argument that acknowledges a counter argument.	Develop an argument, Acknowledge a counter argument, Refute the counter argument.	Employ an appropriate structure to develop a complex argument that acknowledges and refutes a counter argument.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	Participate collaboratively and productively in groups.	Participate productively in groups with teacher directions: - fulfilling roles and responsibilities - posing relevant questions acknowledging respectfully and building upon others' ideas.	Participate productively in groups with teacher directions: - fulfilling roles and responsibilities - posing relevant questions - acknowledging respectfully and building upon others' ideas.	Participate collaboratively and productively in groups with some teacher direction: - fulfilling roles and responsibilities - posing relevant questions acknowledging respectfully and building upon others' ideas.	Participate collaboratively and productively in groups with some teacher direction: - fulfilling roles and responsibilities - posing relevant questions acknowledging respectfully and building upon others' ideas.

STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Language	9	10	11	12
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Develop a system for gathering and summarizing information Be able to select, evaluate and synthesize resources.	Implement a system for gathering and summarizing information from given resources.	Develop and implement a system for gathering and summarizing information from both given and found resources.	Develop and implement a system for gathering and summarizing information from multiple resources.	Develop and implement a system for gathering and summarizing information from multiple resources.
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience - argumentative essay avoiding logic inconsistencies & single thesis; exploratory essay with differences, similarities and questions.	Develop and refine a position, claim, thesis, or hypothesis. Explore and support the main ideas using different perspectives. Write using the appropriate format.	Develop a position and write a thesis statement. Use research to support the thesis.	Develop a position and write a thesis statement. Use research to support the thesis.	Develop a position and write a thesis statement Use research to support the thesis. Evaluate the implications of the issue. Acknowledge counterargument and respond appropriately to it.	Develop a position and write a thesis statement. Use research to support the thesis. Acknowledge counterargument and respond appropriately to it. Adapt structure and language to the audience.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.4.4	Interpret, synthesize, and evaluate information/ findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of author, date of publication) to draw conclusions and implications.	Evaluate, interpret and draw conclusions from various sources.		Identify implied details, principles and rationale to evaluate information in order to draw conclusions and implications.		
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Develop organizational structures for: • purpose • message. Use transitions that are: • sequential • logical.	Organize ideas and details using transitions.			
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	Keep original language.		Use MLA format with works cited page and parenthetical citation.	Use MLA format with works cited page and parenthetical citation.	Use MLA format with works cited page and parenthetical citation.

HSCE	Original Language	OAISD Assessable Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	Select an appropriate method for sharing research findings.				Present research findings and explain its relevance in the world.

STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).

| HSCE | Original Language | OAISD Language | Degree of Rigor or Complexity required for Proficiency by Grade Level | | | |
			9	10	11	12
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	Use writing to develop messages that are: • powerful • creative • critical. Use speaking to develop messages that are • powerful • creative • critical. Use visual expressions to develop messages that are: • powerful • creative • critical.	Given a topic, develop and present messages that are powerful, creative and critical.	Given a topic, develop and present messages that are powerful, creative and critical.	Given a topic, develop and present messages that are powerful, creative and critical.	Develop and present messages that are powerful, creative and critical.
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video tech.	Address audiences through spoken and multimedia presentations effectively using: voice, pacing, gestures, eye contact, visual aids, audio video).		Prepare and deliver effective spoken and multimedia presentations.	Prepare and deliver effective spoken and multimedia presentations.	
			Degree of Rigor or Complexity required for Proficiency by Grade Level			

HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Select format (written, spoken, sound, visual) for: • audience • purpose. Select tone for: • audience • purpose		Respond to a prompt using appropriate format and tone for a given audience and purpose.	Respond to a prompt using appropriate format and tone for a given audience and purpose.	
CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).	Use technology to create: • written work • multimedia work.	Use technology tools to produce polished written work and multimedia work.	Use technology tools to produce polished written work and multimedia work.	Use technology tools to produce polished written work and multimedia work.	Use technology tools to produce polished written work and multimedia work.

STRAND 2: READING, LISTENING, AND VIEWING

In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.

STANDARD 2.1 Develop critical reading, listening, and viewing strategies.

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level
			9	10	11	12
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	Infer and draw conclusions based textual features. Explain how authors create understanding through the use of textual features.	Identify author's multimedia features and describe how these affect the overall understanding of the text.	Identify author's multimedia features and describe how these affect the overall understanding of the text. Use textual features to make inferences about the text prior to reading.	Use textual features to make supported inferences and draw conclusions.	Use textual features to make supported inferences and draw conclusions.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials like print and electronic dictionaries.	Determine the meaning of unfamiliar words using: • contextual clues • word roots/affixes • resource materials.	Use roots, affixes, and dictionaries to determine the meaning of unfamiliar words. Use context clues to determine the meaning of an unknown word.	Use roots, affixes, and dictionaries to determine the meaning of unfamiliar words. Use context clues to determine meaning of a word.	Use roots, affixes, and dictionaries to determine the meaning of unfamiliar words. Use context clues to determine meaning of a word.	Use various techniques and resources to determine the meaning of unfamiliar words and phrases.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	Identify how text/speech support meaning or purpose through • focus • logical argument • structure • style Evaluate how text/speech support meaning or purpose through: • focus • logical argument • structure • style.			Identify elements of style. Identify the main ideas, author's focus and supporting details. Draw generalizations and conclusions about people and ideas in passages.	Judge the effectiveness of the focus, argument, structure and style of a text.
			Degree of Rigor or Complexity required for Proficiency by Grade Level			

Ottawa Area Intermediate School District

Secondary Redesign Network

05/14/2009

HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	Keep original language.			Identify an author's approach and organization pattern Recognize compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence	
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Recognize defining characteristics of: • informational texts • speeches • multimedia presentations Recognize elements of expository texts Examine informational texts for: • argumentation • conclusions.	Identify thesis statement, supporting ideas and statistical evidence in expository texts	Identify thesis statement, supporting ideas and statistical evidence in expository texts. Identify both sides of the argument and draw conclusions. Identify characteristics of information texts, speeches, and multi-media presentations.	Identify characteristics of information texts, speeches, and multi-media presentations.	
			Degree of Rigor or Complexity required for Proficiency by Grade Level			

HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Demonstrate understanding of written information by: • restating • paraphrasing • summarizing • critiquing • composing personal response. Demonstrate understanding of spoken information by: • restating • paraphrasing • summarizing • critiquing • composing personal response Demonstrate understanding of visual info by: • restating • paraphrasing • summarizing • critiquing • composing personal response.	Rephrase, paraphrase, summarize and personally respond to a variety of texts.	Rephrase, paraphrase, summarize and personally respond to a variety of texts.	Rephrase, paraphrase, summarize and personally respond to a variety of texts. Recognize the difference between a summary and a critique. Write critiques.	Rephrase, paraphrase, summarize and personally respond to a variety of texts. Recognize the difference between a summary and a critique. Write critiques.
			Degree of Rigor or Complexity required for Proficiency by Grade Level			

HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	Listen to and view speeches, presentations, and multimedia works to identify: • key ideas • details • organization • fact/opinion • propaganda to respond to: • key ideas • details • organization • fact/opinion • propaganda.				Evaluate and respond to propaganda in multimedia works

STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level
			9	10	11	12
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Recognize literary strategies authors use to make meaning: • imagery • irony • satire • parody • propaganda • overstatement/understatement • omission • multiple point of view • others.		Identify the purpose and the main ideas. Identify the literary strategies use by the author to convey purpose and main ideas. Understand the following literary strategies: imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, multiple point of view.	Identify the purpose and the main ideas Recognize supporting details. Identify the literary strategies use by the author to convey purpose and main ideas. Understand the following literary strategies: imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, multiple point of view.	Identify and evaluate the use of literary strategies within a given text.
CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Show how prior knowledge and personal experience influence understanding.	Explain how background knowledge affects his/her understanding of a text. Text to self connections.	Explain how background knowledge affects his/her understanding of a text. Text to self connections.	Locate background information that helps understanding of a text. Text to self connections.	Apply strategies and use resources to alter background understanding of difficult text. Text to self connections.

STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	Read, listen to, and view diverse texts for purposes such as: • complex procedures • making work-place decisions • pursuing in-depth studies	Understand and use ideas and information from varied grade appropriate texts for multiple purposes.	Understand and use ideas and information from varied grade appropriate texts for multiple purposes.	Understand and use ideas and information from varied grade appropriate texts for multiple purposes.	Understand and use ideas and information from varied grade appropriate texts for multiple purposes.
CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).	Critically read and interpret instructions for a variety of tasks.	Follow directions accurately.	Completed a task correctly.		
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Students will read and understand the significance of: • primary sources • secondary sources.		Identify (ID) primary and secondary sources. Identify purpose and main idea (approach) of the author. Summarize basic events and ideas. ID supporting details.	ID primary and secondary sources ID purpose and main idea (approach) of the author. Summarize basic events and ideas. ID supporting details. ID cause/effect relationships. Make generalizations and draw conclusions about a passage.	Evaluate and select appropriate primary and secondary sources for a given purpose.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	Self-assess one's abilities as a: • reader • listener • viewer. Use appropriate strategies to overcome difficulties with: • constructing meaning • conveying meaning.				Articulate personal strengths and weaknesses as a reader and use appropriate strategies to overcome difficulties.

STRAND 3: LITERATURE AND CULTURE

Students study and appreciate a rich and varied selection of classical and contemporary literary, cultural, and historical texts from American, British, and world traditions. They learn to make meaning from the experiences, ideas, and emotions of others across the ages, applying their understanding to contemporary circumstances.

STANDARD 3.1 Develop the skills of close and contextual literary reading.

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	Interpret literary language: • imagery • allusions • symbolism • metaphor • others.	In an unfamiliar literary work identify and begin to interpret literary language while reading grade level literary and expository work.	In an unfamiliar literary work identify and interpret literary language while reading grade level literary and expository work.	In an unfamiliar literary work identify and interpret literary language while reading grade level literary and expository work.	In an unfamiliar literary work identify and interpret literary language while reading grade level literary and expository work.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	Understand literary characters, and their purpose through: • major/minor characters • static/dynamic characters • motives • moral dilemmas.	Define and identify characterization through: major/minor, and static/dynamic characters, and their motives and moral dilemmas.	Define and identify : characterization through: major/minor, and static/dynamic characters and analyze their motives and moral dilemmas.	Identify, explain, and support with specific examples from text.	Identify, explain, and support with specific examples from text.

HSCE	Original Language	OAISD Assessable Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	Recognize a variety of plot structures and elements: • story within a story • rising action • foreshadowing • flashbacks • cause-and-effect • conflict • resolution Describe the impact of the plot structure on the reader.	Define and identify various plot structures and elements using specific examples from text.	Identify and explain various plot structures with specific examples from text.	Identify, explain, and support with specific examples from text	Identify, explain, and support with specific examples from text
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	Compare texts with similar themes as treated by: • different authors • different genres • different historical periods • different cultural perspectives.		Make thematic text to text connections grade level texts and explain.	Make thematic text to text connections grade level texts and explain.	Make thematic text to text connections grade level texts and explain.
			Degree of Rigor or Complexity required for Proficiency by Grade Level			

HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Understand that all writing has context.		Develop questions related to theme and context (making references). • Identify historical, political, and cultural contexts Identify philosophical themes.	x Develop questions and propose answers related to theme and context.	x Develop questions, propose answers, and make connections to the world.
CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	Analyze how the tension among • characters • communities • themes • issues reflects human experience.	Identify and explain conflicts in literature.	Identify and explain conflicts, and make connections in literature to the world.		

STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Language	9	10	11	12
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Be able to participate in discussions about literature.			Expand the text by using specific examples to explain, defend , and acknowledge multiple perspectives in group discussions.	Expand the text by using specific examples to explain, defend, and acknowledge multiple perspectives in group discussions.
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Respond to literature in a variety of ways to show: • how literature <u>affects</u> their lives • how literature <u>connects</u> them to the world • how literature <u>communicates</u> across time.	Provide examples of how text affects his/her life	Provide examples of how text affects his/her life in relationship to others	Articulate personal perspective while considering the validity of alternative perspectives	Propose possible solutions to social issues.

STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

HSCE	Original Language	OAISD Language	Degree of Rigor or Complexity required for Proficiency by Grade Level			
			9	10	11	12
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	Understand the relevance of: • historical contexts • social and cultural contexts • literary contexts (e.g. periods and movements).	Explain the relevance of the contexts in which the works were written and explore cross-text connections.	Explain the relevance of the contexts in which the works were written and explore cross-text connections.	Explain the relevance of the contexts in which the works were written and explore cross-text connections.	Explain the relevance of the contexts in which the works were written and explore cross-text connections.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	Read and analyze classic and contemporary works of literature in order to determine: • original significance • relevance to contemporary society.	Students would explain the relevance of a piece of literature in its time period and to a contemporary society.	Students would explain the relevance of a piece of literature in its time period and to a contemporary society.	Students would explain the relevance of a piece of literature in its time period and to a contemporary society.	Explain the relevance of a piece of literature to contemporary society and envision a new view of the world.

STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Language	9	10	11	12
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	In order to interpret and evaluate works from popular culture use: • close reading strategies • considerations of context.	Examine and interpret works of popular cultures using multiple perspectives.	Examine and interpret works of popular cultures using multiple perspectives.	Examine and interpret works of popular cultures using multiple perspectives.	Examine and interpret works of popular cultures using multiple perspectives.

STRAND 4: LANGUAGE

Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language (e.g., the history, meaning, and use of words; varying sentence structures and patterns of language; the conventions of standard English) is essential for the effective use of language for varying purposes (e.g., the development of a rich vocabulary, sentence structures for different rhetorical purposes, appropriate speech patterns for different social contexts). Understanding the political implications of language use is also critical for fostering a democratic society in which all voices are valued.

STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Language	9	10	11	12
CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Use effective sentence structure in: • oral and written modes • formal and informal modes • various rhetorical purposes Use effective vocabulary in: • oral and written modes • formal and informal modes • various rhetorical purposes. Please see MDE document *Power of Language Module, Part 2 – Grammar and Rhetoric Resource v. 8-08.*	Use appropriate words and phrases to convey meaning and match the style, tone and voice for a given purpose.	Use appropriate words and phrases to convey meaning and match the style, tone and voice for a given purpose.	Use appropriate words and phrases to convey meaning and match the style, tone and voice for a given purpose.	Use appropriate words and phrases to convey meaning and match the style, tone and voice for a given purpose.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Assessable Language	9	10	11	12
CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Demonstrate control of standard English structures for different purposes.		Given a context, use appropriate words, phrases, and sentence structures.	Given a context, use appropriate words, phrases, and sentence structures.	Given a context, use appropriate words, phrases, and sentence structures.
CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	Demonstrate the use of conventions in written text for: • grammar • parts of speech • usage • sentence structure and variety • mechanics • spelling, capitalization and punctuation. Please refer to the MDE document *Power of Language Module, Part 2 – Grammar and Rhetoric Resource v. 8-08.*	Write in complete sentences. Demonstrate the use of: • verbs to create parallelism • introductory prepositional phrases and clauses • appositives • adverbial clauses • commas after introductory adverbial clauses • sentence revision • repair comma splice run-on • complex sentences • coordinating conjunctions	Demonstrate the use of grade 9 skills. Demonstrate the use of : • parallel structure in items that occur in a series • varied paragraph structure using different sentence lengths • order within sentences for clarity and flow • revision to repair misplaced or dangling modifiers • parallel words and phrases for emphasis or stylistic	Demonstrate the use of grade 9 and 10 skills. Work comfortably with long sentences and complex clausal relationships. Eliminate wordiness. Maintain consistent and logical use of verb tense. Use, when relevant, complex gerunds and infinitives. Use diverse transitions / connectors. Use correlative conjunctions. Use sentence combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in	Demonstrate the use of skills identified in previous grades.

• subordinating conjunctions • conjunctive adverbs Locate subject and verb in straightforward situations. Choose the correct verb form in simple S/V situations. Choose correct verb form when compound subjects are joined by *and, but, or, either . . . or, neither . . .nor.* Form past and past participle of common irregular verbs. Use Standard English form of irregular verbs. Make automatic use of standard irregular verb forms: present, past & past participle. Choose correct pronoun case (subjective, objective, possessive). Choose correct pronoun number for agreement with the antecedent in simple situations. Choose correct preposition for context.	effect • consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use a variety of cohesive devices to refer to what came before (e.g., repetition of key words and phrases, words commonly considered "transitions"). Edit for/ use appropriate connectors for meaning, sequencing, or logical flow. Build vocabulary of transitional words and phrases. Choose a conjunctive adverb word or phrase to clearly and logically connect independent clauses. Choose correct verb form. Edit writing for verb tense or form consistency. Revise inappropriate shifts in verb tenses. Edit for weak use of forms of *to be.* Edit to change weak passive	sentences containing compound subjects or verbs. Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb. Choose the verb form that agrees with the subject in unusual situations, such as inversion of subject and verb. Correctly use reflexive pronouns and possessive pronouns. Maintain a logical use of pronoun person. Choose correct relative pronoun to introduce an adjective clause. Use commonly confused words correctly. Use commas as needed to set off an absolute from the rest of a sentence. Revise incorrect comma use and multiple punctuation problems. Use colons and semicolons conventionally in writing.	

| | | | Choose adjective or adverb form as appropriate. Avoid double comparatives and superlatives. Edit to eliminate double negatives. Use homophones and near-homophones correctly. Use commas correctly. Punctuate modifiers within a sentence correctly. Avoid or correct comma splices. Use semicolon to indicate a relationship between closely related independent clauses. Use apostrophes correctly in regular singular possessive and plural possessive nouns. Avoid or eliminate apostrophes in possessive pronouns. Correctly use quotation marks in dialogue and do not overuse. | verb forms to active. Choose correct pronoun number for agreement with antecedent when the pronoun can be either singular or plural depending on the context. Choose correct pronoun to agree with antecedent gender. Choose correct demonstrative pronoun. Choose correct relative pronoun to introduce an adjective clause: who, whom, that, which. Ensure that a pronoun agrees with its antecedent/referent when the two occur in separate clauses or sentences. Choose correct form of preposition within idiomatic expressions. Recognize fully formed working in comparisons. Edit to eliminate double negatives. Use commonly confused words correctly. | Revise incorrect semicolon and colon use. If a quotation ends a sentence, put the period inside the quotation marks. | |

| | | | | Use commas to set off a nonessential / nonrestrictive adjective clause. Use a semi-colon after the first independent clause in a sentence, when the two clauses are joined by a conjunctive adverb. Use a colon to introduce an example of elaboration. Use an apostrophe correctly to show possession with irregular plural nouns. Delete apostrophes from simple plurals or verbs. Use commas correctly when a quotation is interrupted. | | |

STANDARD 4.2 Understand how language variety reflects and shapes experience.

			Degree of Rigor or Complexity required for Proficiency by Grade Level			
HSCE	Original Language	OAISD Language	9	10	11	12
CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	Understand the use of languages and dialects in written and oral communication in varied circumstances: • ethnic communities • social groups • professional organizations.		Identify and explain how language is used in different circumstances to determine/create the intended meaning.	Identify and explain how language is used in different circumstances to determine/create the intended meaning.	
CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).	Understand differences between: • casual • professional language • language bias.	Explain the possible consequences of language bias and non-inclusive language.	Explain the possible consequences of language bias and non-inclusive language.	Explain the possible consequences of language bias and non-inclusive language.	Explain the possible consequences of language bias and non-inclusive language.