

## Language Arts – 11-12 Reading

### Phonemic Awareness, Word Recognition and Fluency

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, carrying their intonation and timing as appropriate for the text.

11	12	BENCHMARKS

## Language Arts – 11-12 Reading

### Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> <li>Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.</li> </ul>	A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.		
<ul style="list-style-type: none"> <li>Analyze the relationships of pairs of words in analogical statements and evaluate the effectiveness of analogous relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationships of pairs of words in analogical statements and evaluate the effectiveness of analogous relationships.</li> </ul>	B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.		
<ul style="list-style-type: none"> <li>Examine and explain the influence of the English language on world literature, communications and popular culture.</li> </ul>	<ul style="list-style-type: none"> <li>Examine and explain the influence of the English language on world literature, communications and popular cultures.</li> </ul>	C. Explain the influence of the English language on world literature, communications and popular culture.		

## Language Arts – 11-12 Reading

### Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> <li>Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary .</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary.</li> </ul>	D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.		
<ul style="list-style-type: none"> <li>Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</li> </ul>	E. Use multiple resources to enhance comprehension of vocabulary		

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### Reading Process – Concepts of print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> <li>Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</li> </ul>	A. Apply reading comprehension strategies to understand grade-appropriate text.		
<ul style="list-style-type: none"> <li>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ul>	<ul style="list-style-type: none"> <li>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ul>	B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).		
<ul style="list-style-type: none"> <li>Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> </ul>	C. Use appropriate self-monitoring strategies for comprehension.		

## Language Arts – 11-12 Reading

### Reading Applications – Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instructional manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> <li>Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.</li> <li>Critique functional and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.</li> <li>Critique functional and workplace documents for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.</li> </ul>	A. Analyze the features and structures of documents and critique them for their effectiveness.		
<ul style="list-style-type: none"> <li>Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.</li> <li>Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.</li> <li>Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</li> </ul>	B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.		
<ul style="list-style-type: none"> <li>Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</li> <li>Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</li> <li>Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</li> </ul>	C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.		
<ul style="list-style-type: none"> <li>Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</li> </ul>	D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.		
<ul style="list-style-type: none"> <li>Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.</li> </ul>	<ul style="list-style-type: none"> <li>Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.</li> </ul>	E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.		

## Language Arts – 11-12 Reading

### Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> <li>• Analyze the historical, social and cultural context of setting.</li> <li>• Explain how voice and narrator affect the characterization, plot and credibility.</li> <li>• Evaluate the author’s use of point of view in a literary text.</li> <li>• Analyze variations of universal themes in literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the historical, social and cultural context of setting.</li> <li>• Explain how voice and narrator affect the characterization, plot and credibility.</li> <li>• Evaluate an author’s use of point of view in a literary text.</li> <li>• Analyze variations of universal themes in literary texts.</li> </ul>	A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme ) in literary text.		
<ul style="list-style-type: none"> <li>• Compare and contrast motivations and reactions of literary characters confronting similar conflicts using specific examples of characters thoughts, words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast motivations and reactions of literary characters confronting similar conflicts using specific examples of characters thoughts, words and actions.</li> </ul>	B. Explain ways characters confront similar situations and conflict.		
<ul style="list-style-type: none"> <li>• Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.</li> <li>• Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of them or topic.</li> <li>• Compare and contrast varying characteristics of American, British, world and multi-cultural literature.</li> </ul>	C. Recognize and analyze characteristics of subgenres and literary periods.		
<ul style="list-style-type: none"> <li>• Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes, citing specific examples from text to support analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes, citing specific examples from text to support analysis.</li> </ul>	D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.		
<ul style="list-style-type: none"> <li>• Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes, citing specific examples from text to support analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes, citing specific examples from text to support analysis.</li> </ul>	E. Critique an author’s style.		