

Martensdale-St. Marys Community School
Grades 9-12 Reading/Language Arts Curriculum
Standard 1: Students will use multiple strategies to read a variety of texts.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. employ active reading strategies to arrive at meaning	<ul style="list-style-type: none"> i. Adjust reading rate and strategies according to purpose ii. Relate new information to prior knowledge and experience. iii. Generate questions to understand context. (CE) iv. Make predictions and draw inferences v. Determine importance 	<ul style="list-style-type: none"> *Read aloud *Think aloud *Student SGs *Written responses 		
B. apply the characteristics of literary genre to understand a variety of texts	<ul style="list-style-type: none"> i. Read for purposes relating to fiction and nonfiction for information to perform a task, and for a literary experience (CE) ii. Demonstrate understanding of organization, structure, and elements of nonfiction and informational text 	<ul style="list-style-type: none"> *Modeling *Read Aloud *Think Aloud 		
C. identify characteristics of and distinguish between fiction/nonfiction, poetry, dramatic texts, and electronic sources	<ul style="list-style-type: none"> i. Read widely from fiction, nonfiction, and electronic resources for information and personal fulfillment (T, GE) 	<ul style="list-style-type: none"> *Note taking *Written responses 		

Standard 2: Students will read for fluency, comprehension, and purpose in content areas.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. employ active reading strategies for comprehension and fluency	<ul style="list-style-type: none"> i. Use a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text (CE) ii. Evaluate the text to include character motivation and literary devices (e.g., foreshadowing, symbolism) iii. Analyze literature based on the literary elements: setting, plot, characterization, theme, mood, point of view, and tone 	<ul style="list-style-type: none"> *Read aloud *Think aloud *Text analysis *Compare/contrast 		
B. identify author's view or purpose and the historical, political, or religious context of work	<ul style="list-style-type: none"> i. Evaluate information critically based on relevancy, objectivity, and reliability. ii. Analyze the logic and use of evidence in author's argument. (MCGF) iii. Draw conclusions based on facts and inferences. 	<ul style="list-style-type: none"> *Compare/contrast *Research project *Writing project *Think aloud 		

Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. use prewriting, drafting, editing, revising strategies to develop multi-paragraph compositions for a variety of audiences and purposes	<ul style="list-style-type: none"> i. Use prewriting techniques. ii. Write for self, teacher, peers, and others. iii. Vary form and content to match audience and purpose. (MCGF) iv. Identify and include information a diverse audience needs to know (e.g., explain appropriate prior events, activate background knowledge). (MCGF) v. Reinforce literacy skills in other areas (CE) vi. Make personal connections through content (CE) 	<ul style="list-style-type: none"> *Outlines *Web *Peer evaluation *Modeling *Guided practice 		
B. demonstrate understanding of varied formats and structures in writing	<ul style="list-style-type: none"> i. Write using different formats including letters, persuasive essays, literary essays, research reports, narrative essays, expository essays, poetry, news articles/editorials, script, short stories, debates, and blogs (T, CE) ii. Effectively apply writing skills and strategies to communicate in a variety of genres, including exposition, literary analysis, poetic forms, narrative account or procedure, persuasive essay, informative writing, and reflective writing (MCGF) 	<ul style="list-style-type: none"> *Writing prompts *Modeling *Group projects *Silent reading 		

Standard 4: Students will use correct grammar, mechanics, spelling, and usage in written work.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. demonstrate ability to proofread for grammar, mechanics, spelling, and usage in one's own writing and in others'	<ul style="list-style-type: none"> i. Use language effectively by varying vocabulary and sentences ii. Analyze and revise written work in order to add or delete details, add or delete explanations, clarify difficult passages, rearrange words, sentences, and paragraphs to improve or clarify meaning, sharpen the focus, and reconsider the organizational structure. 	<ul style="list-style-type: none"> *Guided practice *Conferencing *DOL *Writing prompts 		
B. utilize multiple resources such as instructors, peers, computer applications, electronic media, and print materials to correct and improve written work.	<ul style="list-style-type: none"> i. Use a variety of strategies for reviewing and editing, including conferring with others. ii. Publish written work using print and technological resources. (T) iii. Use technology appropriately in prewriting, drafting, revising, editing, and publishing. (T) iv. Reflect writer's personal style and viewpoints to suit the purpose of writing 	<ul style="list-style-type: none"> *Guided practice *Conferencing *Portfolios 		

Standard 5: Students will consider purpose, audience, and roles in spoken communication.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. use techniques of clear and appropriate communication	<ul style="list-style-type: none"> i. Use authentic voice that reflects the speaker's commitment to the message and personal style. ii. Use language that promotes emotional responses related to the speaker's purpose. iii. Use a variety of verbal and nonverbal techniques for presentation. iv. Demonstrate acceptable levels of poise, including eye contact, body position/movement, and vocal expression. v. Use appropriate pronunciation and clear articulation. vi. Engage in purposeful and meaningful dialogue. vii. Demonstrate respect for other viewpoints (MCGF) viii. Ask relevant questions and respond to questions. ix. Demonstrate understanding by paraphrasing. x. Apply knowledge of conflict resolution through negotiation and compromise. (CE) 	<ul style="list-style-type: none"> *Individual/group presentations *Lecture *Small group discussions *Large group discussions *Oral quizzes/exams *Modeling 		

<p>B. select and organize material for personal experience and outside sources for a contextually appropriate oral presentation</p>	<ol style="list-style-type: none"> i. Develop several main points related to a single thesis. ii. Use familiar organizational patterns, such as compare/contrast or problem/solution. iii. Use effective introductions, transitions, and conclusions. iv. Participate in oral presentations for defined purposes. v. Deliver multimedia presentations. (T) 	<ul style="list-style-type: none"> *Brainstorming/outline *Writing prompts *Guided practice *Peer evaluation *Conferencing 		
<p>C. evaluate and apply understanding of one's audience in formal speaking settings</p>	<ol style="list-style-type: none"> i. Analyze context and occasion for messages. ii. Select content to achieve a particular purpose. iii. Use language that matches the audience's level of understanding, such as vocabulary and amount of detail. iv. Respond to questions and feedback about own presentation. v. Accept feedback respectfully to improve future oral presentations. (CE) vi. Modify delivery or content during a presentation in response to verbal and nonverbal cues. (MCGF, CE) vii. Adjust content to appeal to the interests and background knowledge of audience members. (MCGF, CE) 	<ul style="list-style-type: none"> *Guided practice *Modeling *Text analyses *Writing prompts 		

Standard 6: Students will use listening skills for interpretation, feedback, and analysis.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. demonstrate active listening by giving verbal and nonverbal responses to aural communication	<ul style="list-style-type: none"> i. Demonstrate understanding by providing feedback (CE) ii. Apply aural information to interpretation and analysis iii. Evaluate aural information 	<ul style="list-style-type: none"> *Individual presentations *Group presentations *Think Aloud *Read Aloud *Written response *Group discussions 		

Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. interpret connections between viewed and print media	<ul style="list-style-type: none"> i. Identify purposes of visual media are to entertain, to inform, to focus attention on an issue, to persuade, and for artistic expression ii. Understand how literary forms can be represented in visual narratives 	<ul style="list-style-type: none"> *Film adaptations *Scriptwriting *Compare/contrast essay *Stage production *Visual arts 		
B. apply a variety of strategies to understand viewed media	<ul style="list-style-type: none"> i. Predict and verify outcomes ii. Ask and answer questions iii. Summarize content of visual media iv. Draw conclusions from information in visual media v. Evaluate information in visual media vi. Synthesize information with print/non-print texts 	<ul style="list-style-type: none"> *Think Aloud *Modeling *Writing prompts *Film *Television *Stage productions *Fine Arts *Visual arts 		
C. evaluate viewed media and its impact on shaping perspectives and perception	<ul style="list-style-type: none"> i. Evaluate visual media’s authority, objectivity, quality, coverage, currency, and relevance ii. Identify and analyze stereotypes from other perspectives. (MCGF) iii. Recognize that visual media often present a distorted representation of society. (MCGF, GE) iv. Explain the role of the media in addressing social and cultural issues. (MCGF, GE) v. Explain the influence of images on the perceptions, belief systems, and values in society (MCGF, GE) 	<ul style="list-style-type: none"> *Group discussion *Lecture *Film *Television *Stage production *Fine Arts 		

Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. employ a wide variety of strategies to gather information	i. Identify potential sources and acquire information from online resources such as Web pages and online databases. (T)	*Paraphrasing *Summarizing *Internet search		
B. synthesize and evaluate information gathered from research	i. Evaluate information for its authority, objectivity, quality, coverage, currency, and relevance (GE)	*Writing prompt *Compare/contrast *Internet search		
C. distinguish between and apply knowledge of bibliography/works cited page using a variety of formats	i. Use a variety of electronic resources to cite sources and prepare bibliographies. (T) ii. Describe legal and ethical issues related to the use of visual media.	*Bibliography/reference page *Works cited page *Modeling *Guided practice		