

English Grade 9 SOL Course Syllabus

Course: English 9 (1130)

Cr: 1

Prerequisite: None

Students read a variety of literature, exploring the characteristics of different forms and relating life situations to literary themes. Language study includes spelling, vocabulary, and learning about language history and structure. Through varied and frequent writing assignments, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. They also practice discussion skills, and they observe and practice oral presentations to develop poise and confidence. *(This is a Standards of Learning aligned course which is tested in 11th grade.)*

Standards, Benchmarks, and Indicators

Standard 1 - Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.

Benchmark 9.1.1 - Students use conventions of language in writing and speaking.

Indicators:

- *a. Choose appropriate language for purpose, form, and audience.
- b. Develop speaking and writing strategies for various language contexts.
- *c. Choose vocabulary suitable to the context of writing and speaking.
- *d. Apply appropriate language structures to written and oral forms.

Benchmark 9.1.2 - Students revise writing and speaking to clarify meaning.

Indicators:

- a. Discuss writing and speaking in collaborative groups to gain feedback for revision.
- b. Use group feedback to revise and improve writing and speaking.
- *c. Revise writing and speaking to accommodate purpose, form, and audience.
- *d. Edit and proofread finished products for clarity, reflecting conventions of language.

Benchmark 9.1.3 - Students use knowledge of vocabulary, language form, and reading processes to aid communication and comprehension.

Indicators:

- *a. Use knowledge of root words, synonyms, antonyms, derivatives, and affixes to extend understanding of text, particularly in poetry.
- b. Use context and form of a text to aid reading comprehension.
- c. Use various reading strategies (focusing on purpose for reading, form of text, page format, and prior knowledge of subject) to aid comprehension.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

Standard 2 - Know and understand the variety and range of communication forms and strategies in the English language.

Benchmark 9.2.1 - Students use reading, listening, and viewing for a variety of purposes.

Indicators:

- a. Read and discuss literature of various genres, cultures, and forms.
- b. Develop notetaking and organizational skills.
- c. Maintain response logs to make connections to prior knowledge and experience.
- d. Present in a variety of formats to inform diverse audiences.
- e. Compare and critique media adaptations and interpretations of literature.
- *f. Read information text intended to present data or explain ideas.

Benchmark 9.2.2 - Students use their knowledge of forms to make appropriate choices in their literary, informational, and technical reading and writing.

Indicators:

- a. Choose reading selections which reflect the development of personal and critical standards.
- b. Select appropriate forms to match topic, purpose, and audience.

Benchmark 9.2.3 - Students recognize media productions as forms of communication and expression.

Indicators:

- *a. Evaluate a media production as a piece of literature.
- b. Analyze the characteristics and effects of a variety of media productions.

Standard 3 - Know and apply the techniques of effective communication in writing and speaking.

Benchmark 9.3.1 - Students plan before writing and speaking.

Indicators:

- *a. Independently plan and implement strategies to help their writing and speaking.
- *b. Share plans and strategies for writing and speaking.
- c. Recognize how forms of writing and speaking relate to purpose and audience.

Benchmark 9.3.2 - Students select writing and speaking strategies to match purpose, context, and form, adapting their language accordingly.

Indicators:

- *a. Use mapping, outlining, notetaking, freewriting, double-entry logging, and webbing as they write and discuss.
- *b. Make appropriate language choices based on desired audience responses.
- *c. Use written or oral supporting points to document ideas.
- *d. Observe, evaluate, and critique written and oral presentations in relation to purpose, audience, and form.
- e. Examine how authors and speakers create intellectual and emotional effects on their audiences.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

- *f. Recognize that various literary forms and oral presentations have unique characteristics and explore this knowledge in their own writing and speaking.
- *g. Use available technology throughout the writing process.

Benchmark 9.3.3 - Students use self-monitoring strategies while writing and speaking.

Indicators:

- a. Examine their understanding of purpose for writing and speaking.
- b. Relate their understanding to prior knowledge.
- c. Assess their understanding through discussion and writing.

Benchmark 9.3.4 - Students make use of their own and others' responses for a variety of purposes.

Indicators:

- a. Use suggestions of others to improve their writing and speaking.
- b. Participate in group process as resources for each other.
- c. Develop speaking and listening skills through collaboration in group activities and discussions.

Standard 4 - Do effective research.

Benchmark 9.4.1 - Students use currently available research tools and methods to acquire information.

Indicators:

- a. Use writing to learn by keeping logs and notes.
- *b. Use available technology to access information.
- c. Explore information using print and non-print sources.
- d. Work in collaborative groups to analyze and clarify information.
- e. Use a variety of primary and secondary sources.
- *f. Synthesize information and evaluate its accuracy.

Benchmark 9.4.2 - Students develop methods to organize and communicate information effectively and ethically.

Indicators:

- *a. Plan and implement strategies to organize ideas from a variety of sources.
- *b. Use peer and teacher conferencing to guide research questions and decisions.
- *c. Use available technology to organize and present materials.
- *d. Integrate written and spoken language processes in formal and informal presentations.
- *e. Cite primary and secondary sources accurately and ethically.
- *f. Recognize and avoid plagiarism in writing.
- *g. Use summary and paraphrase to analyze and interpret writing.

Standard 5 - Read and understand major literary types, genres, and traditions of the English language.

Benchmark 9.5.1 - Students read and respond in a variety of ways to literature.

Indicators:

- *a. Build a vocabulary of literary terms to use in analysis of literature, including drama.
- b. Use collaborative groups to analyze and evaluate important ideas in literature.
- c. Use textual references to support interpretations and opinions of literature.
- d. Select and write about literary topics of individual interest.

Benchmark 9.5.2 - Students relate cultural, social, or historical influences to their understanding and appreciation of literature.

Indicators:

- a. Relate themes of literature to their historical context.
- b. Interpret and analyze literature as an expression of the universal experience, as well as a reflection of a particular culture.
- c. Identify and characterize literature in terms of genres, themes, and literary elements.

Benchmark 9.5.3 - Students use analysis of language to increase their knowledge and understanding of literature.

Indicators:

- a. Use reading aloud and oral interpretation to increase understanding of literature.
- b. Listen to students, teachers, and other professionals read aloud or perform to increase understanding and knowledge of literature.

English Grade 10 SOL Course Syllabus

Course: English 10 (1140)

Cr: 1

Prerequisite: English 9

Students read a variety of literature comparing and contrasting settings, characterizations, conflicts, points of view, and themes. Language study includes spelling, vocabulary, verbal analogies, and learning about language history and structure. Through varied and frequent writing assignments, students expand their understanding of writing as a process and develop their skill in revising according to purpose and audience. They practice adapting speaking and listening skills to the audience, topic, purpose, and situation. *(This is a Standards of Learning aligned course which is tested in 11th grade.)*

Standards, Benchmarks, and Indicators

Standard 1 - Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.

Benchmark 10.1.1 - Students use conventions of language in writing and speaking.

Indicators:

- *a. Choose appropriate language for purpose, form, and audience.
- b. Adapt speaking and writing strategies to various language contexts.
- *c. Use appropriate vocabulary in the context of writing and speaking.
- d. Use appropriate language and form to create voice, tone, and style.

Benchmark 10.1.2 - Students revise writing and speaking to clarify meaning.

Indicators:

- *a. Use conventions of language as they plan, draft, and revise their writing.
- b. Participate in discussions of their writing and speaking to gain feedback for revision, and use that feedback to improve their writing and speaking.
- *c. Revise writing and speaking to accommodate purpose, form, audience, and voice.
- *d. Edit and proofread finished products for standard English, focusing on clarity of ideas and conventions of spelling, grammar, and sentence structure.

Benchmark 10.1.3 - Students use knowledge of vocabulary, language form, and reading processes to aid communication and comprehension.

Indicators:

- a. Use knowledge of root words, synonyms, antonyms, derivatives, and affixes to extend understanding of text, particularly in poetry.
- *b. Recognize and understand figures of speech and how they enhance meaning in a text.
- c. Use context and form of a text to aid reading comprehension.
- d. Use various reading strategies (focusing on purpose for reading, form of text, page format, and prior knowledge of subject) to aid comprehension.
- e. Recognize how dialect, slang, and idioms are used in formal and informal writing.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

Standard 2 - Know and understand the variety and range of communication forms and strategies in the English language.

Benchmark 10.2.1 - Students use reading, listening, and viewing for a variety of purposes.

Indicators:

- a. Read and discuss literature of various time periods, cultures, and forms.
- *b. Read technical and informational text to increase knowledge.
- *c. Take notes to collect and organize information.
- *d. Maintain logs and notes to gather information, solve problems, write responses, and focus group discussions.
- *e. Write and speak formally and informally to inform and persuade, independently and in groups.
- f. Present in a variety of formats for a variety of audiences.
- g. Critique adaptations and interpretations of literature for stage, film, or television.

Benchmark 10.2.2 - Students use their knowledge of forms to make analytical and interpretive choices in their literary, informational, and technical reading and writing.

Indicators:

- a. Make reading and writing choices based on developing personal, literary, and critical standards.
- b. Select appropriate writing forms to match topic, purpose, and audience.
- c. Use a variety of sentence forms and syntax to write effectively.
- d. Use a variety of paragraph structures to achieve effective organization.
- *e. Identify, analyze, and compare/contrast the content and forms of technical writing.

Benchmark 10.2.3 - Students understand stage, film, or television productions as forms of communication and artistic expression.

Indicators:

- a. Analyze a film's interpretation of a piece of literature.
- b. Study film as an artistic expression.

Standard 3 - Know and apply the techniques of effective communication in writing and speaking.

Benchmark 10.3.1 - Students plan before writing and speaking.

Indicators:

- *a. Use mapping, outlining, notetaking, freewriting, double-entry logging, and webbing to write and speak effectively.
- b. Recognize how forms of writing and speaking relate to meaning, and choose forms to match their audience and purpose.

Benchmark 10.3.2 - Students adapt writing and speaking strategies to match purpose, context, and form.

Indicators:

- *a. Participate in formal and informal speaking and writing situations.
- b. Make oral language choices based on predictions of audience responses.
- c. Use questioning to clarify and expand knowledge.
- d. Use the organization and form of writing to aid comprehension.
- *e. Analyze how authors, speakers, and directors create intellectual, emotional, and aesthetic effects on their audience.
- f. Analyze the tone, diction, and structural patterns of spoken and written language.
- *g. Use narrative, persuasive, and expository forms to write effectively.
- *h. Use available technology throughout the writing process.

Benchmark 10.3.3 - Students use self-monitoring strategies while writing and speaking.

Indicators:

- *a. Monitor their progress in relation to their purpose for writing and speaking.
- b. Relate their understanding to prior knowledge.
- c. Assess their understanding through discussion and writing, and determine future directions for learning.

Benchmark 10.3.4 - Students make use of their own and others' responses for a variety of purposes.

Indicators:

- *a. Use suggestions of others to improve their writing and speaking.
- *b. Participate in group process as resources for each other.
- *c. Develop speaking and listening skills through collaboration in group activities and discussions, and by critiquing oral presentations.

Benchmark 10.3.5 - Students determine purpose, audience, voice, and form for writing and speaking, and then adapt their language accordingly.

Indicators:

- *a. Choose language usage appropriate to audience, form, and purpose in speaking and writing.
- *b. Recognize that various literary forms and oral presentations have unique characteristics and adapt this knowledge to their own writing and speaking.
- *c. Observe, analyze, plan, and create written and oral presentations.

Standard 4 - Do effective research.

Benchmark 10.4.1 - Students use a variety of methods, including technology, to acquire information.

Indicators:

- a. Use writing to learn by keeping logs and notes.
- b. Use collaboration and discussion to identify and solve problems.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

- *c. Use available technology to access, organize, evaluate, and present information.
- *d. Use and credit primary and secondary sources accurately and ethically.

Benchmark 10.4.2 - Students develop methods to organize and communicate information effectively.

Indicators:

- *a. Plan and implement strategies to organize ideas from a variety of sources.
- b. Use peer and teacher conferencing to guide research decisions.
- *c. Use available technology to access and present materials.
- d. Integrate written and spoken language processes in formal and informal presentations.
- *e. Use summary and paraphrase to analyze and interpret writing.
- f. Recognize and avoid plagiarism in writing.

Standard 5 - Read and understand major literary types, genres, and traditions of the English language.

Benchmark 10.5.1 - Students read and respond in a variety of ways to literature.

Indicators:

- a. Build a vocabulary of literary terms to use in analysis of literature.
- *b. Analyze and evaluate important ideas in literature, fiction, nonfiction, poetry, and drama.
- c. Use evidence from the text and other sources to support opinions, inferences, and conclusions.
- d. Develop and apply criteria for evaluating a piece of literature.
- e. Select and write about literary topics of individual interest.
- *f. Analyze literary techniques common to each genre.

Benchmark 10.5.2 - Students relate cultural, social, or historical influences to their understanding and appreciation of literature.

Indicators:

- a. Discuss literature in terms of the literary period in which it was written.
- *b. Interpret and analyze literature as an expression of the universal human experience, as well as a reflection of a particular culture.
- *c. Analyze literature as it reflects traditional themes, motifs, time periods, archetypes, and genres.

Benchmark 10.5.3 - Students use analysis of language to increase their knowledge and understanding of literature.

Indicators:

- a. Use reading aloud and oral interpretation to increase understanding of literature.
- b. Listen to students, teachers, and other professionals read aloud or perform to increase understanding and knowledge of literature.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

English Grade 11 SOL Course Syllabus

Course: English 11 (1150) Cr: 1 Prerequisite: English 10

Students read a variety of literature, comparing themes of various works and analyzing expository materials for logical reasoning. Language study includes spelling, vocabulary, verbal analogies, and learning about language history and structure. Through varied frequent writing assignments, students reinforce their understanding of purpose and audience and develop their skill in the use of voice and tone. Through a variety of interpersonal, group, dramatic, and public speaking activities, students refine their understanding of oral communication. *(This course has an end of course Standards of Learning cumulative test 9-11th grade.)*

Standards, Benchmarks, and Indicators

Standard 1 - Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.

Benchmark 11.1.1 - Students use conventions of language in writing and speaking.

Indicators:

- a. Choose appropriate language for purpose, form, and audience.
- b. Adapt speaking and writing strategies to various language contexts.
- c. Use appropriate vocabulary in the context of writing and speaking.
- d. Use appropriate language and form to create voice, tone, and style.

Benchmark 11.1.2 - Students revise writing and speaking to clarify meaning.

Indicators:

- *a. Use conventions of language as they draft and revise their writing.
- *b. Participate in discussions of their writing and speaking to gain feedback for revision and use that feedback to improve their writing and speaking.
- *c. Revise writing and speaking to accommodate purpose, form, and audience.
- *d. Edit and proofread finished products for standard English, focusing on syntax, diction, and parallel structure.

Benchmark 11.1.3 - Students examine the cultural and political impact of language.

Indicators:

- a. Participate in discussions about language changes, American English, and regional dialects.
- b. Research the cultural, historical, and technological influences on American English.

Standard 2 - Know and understand the variety and range of communication forms and strategies in the English language.

Benchmark 11.2.1 - Students use reading, listening, and viewing for a variety of purposes.

Indicators:

- *a. Read and discuss literature of various time periods, cultures, and forms, including poetry.
- b. Take notes to collect and organize information.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

- c. Maintain logs and notes to gather information, solve problems, write responses, and focus group discussions.
- *d. Write and speak formally and informally to inform and persuade
- *e. Present in a variety of formats for a variety of audiences.
- *f. Read materials intended to provide information or explain ideas.
- g. Compare and evaluate adaptations and interpretations of literature for stage, film, or television.

Benchmark 11.2.2 - Students use their knowledge of forms to make analytical and interpretive choices in their literary, informational, and technical reading and writing.

Indicators:

- a. Make reading and writing choices based on developing personal, literary, and critical standards.
- b. Select appropriate forms to match topic, purpose, and audience.

Benchmark 11.2.3 - Students understand stage, film, or television productions as forms of communication and artistic expression.

Indicators:

- a. Evaluate stage, screen, or television productions.
- b. Discuss the effects of advertisements, commercials, and propaganda films on consumer cultures.
- c. Discuss techniques such as camera shots and angles, editing, and/or special effects to increase knowledge and understanding of visual elements.

Standard 3 - Know and apply the techniques of effective communication in writing and speaking.

Benchmark 11.3.1 - Students plan before writing and speaking.

Indicators:

- *a. Use mapping, outlining, notetaking, freewriting, double-entry logging, and webbing to write and speak effectively.
- b. Recognize how forms of writing and speaking relate to meaning and choose forms to match their audience and purpose.

Benchmark 11.3.2 - Students adapt writing and speaking strategies to match purpose, context, and form.

Indicators:

- *a. Use a variety of learning strategies as they write and discuss.
- *b. Use questioning to clarify and expand knowledge.
 - c. Make oral language choices based on predictions of audience response.
- *d. Analyze how authors, speakers, and directors create intellectual, emotional, and aesthetic effects on their audience, especially through imagery and figures of speech.
- e. Use the organization and form of writing to aid comprehension.
- f. Analyze the tone, diction, and structural patterns of spoken and written American English.
- *g. Use persuasive techniques to support an opinion.
- *h. Use available technology throughout the writing process.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

Benchmark 11.3.3 - Students use self-monitoring strategies while writing and speaking.

Indicators:

- *a. Monitor their progress in relation to their purpose for writing and speaking.
- b. Relate their understanding to prior knowledge.
- c. Assess their understanding through discussion and writing and determine future directions for learning.

Benchmark 11.3.4 - Students make use of their own and others' responses for a variety of purposes.

Indicators:

- a. Use suggestions of others to improve their writing and speaking.
- b. Participate in group process as resources for each other.
- c. Refine speaking and writing skills through collaboration in group activities and discussions.

Benchmark 11.3.5 - Students determine purpose, audience, voice, and form for writing and speaking and then adapt their language accordingly.

Indicators:

- a. Refine language usage appropriate to audience, form, and purpose in speaking and writing.
- *b. Recognize that various literary forms and oral presentations have unique characteristics and adapt this knowledge to their own writing and speaking.
- *c. Plan, create, and refine written and oral presentations.

Standard 4 - Do effective research.

Benchmark 11.4.1 - Students use a variety of methods, including technology, to acquire information.

Indicators:

- a. Use writing to learn by keeping logs and notes.
- b. Use available technology to access, organize, and present information.
- c. Use and credit primary and secondary sources accurately and ethically.

Benchmark 11.4.2 - Students develop methods to organize and communicate information effectively.

Indicators:

- a. Plan and implement strategies to organize ideas from a variety of sources.
- *b. Use peer and teacher conferencing to guide research decisions.
- *c. Use available technology to access and present information.
- *d. Analyze and evaluate written and spoken language to produce formal and informal presentations.
- *e. Recognize and avoid plagiarism in writing.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

Standard 5 - Read and understand major literary types, genres, and traditions of the English language.

Benchmark 11.5.1 - Students read and respond in a variety of ways to American literature.

Indicators:

- *a. Analyze and evaluate important ideas in American literature, including contributions of different cultures.
- *b. Analyze and assimilate evidence from the text and other sources to support opinions, inferences, and conclusions.
- c. Select and write about literary topics of individual interest.
- *d. Analyze poetry and drama, focusing on literary elements, conventions, and techniques.

Benchmark 11.5.2 - Students relate cultural, social, or historical influences to their understanding and appreciation of American literature.

Indicators:

- *a. Discuss American literature in terms of historical context and genre.
- *b. Interpret and analyze American literature as an expression of the universal human experience, as well as a reflection of the influences of various cultures.
- *c. Analyze American literature as it reflects traditional and contemporary themes, motifs, and genres.

Benchmark 11.5.3 - Students use analysis of American English to increase their knowledge and understanding of literature.

Indicators:

- a. Use reading aloud and oral interpretation to increase understanding of literature.
- b. Listen to students, teachers, and other professionals read aloud or perform to increase understanding and knowledge of literature.
- c. Study the impact that formal and informal language and dialects have had on the development of the American literary tradition.

All Grade 11 students will take Virginia Standards of Learning Tests for Writing and for Literature, Reading, and Research.

English Grade 12 SOL Course Syllabus

Course: English 12 (1160) **Cr:** 1 **Prerequisite:** English 11

Students read a variety of literature, analyzing characterization, point of view, and style of writing. Students also identify the characteristics of various forms of literature. Language study includes spelling, vocabulary, and learning about language history and structure. Through varied and frequent writing assignments, students refine their understanding of purpose, audience, and voice and develop criteria for evaluating writing. They participate in speaking and listening activities to build critical thinking—using inference, hypothesis, analysis, synthesis, and evaluation skills.

Standards, Benchmarks, and Indicators

Standard 1 - Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.

Benchmark 12.1.1 - Students use conventions of language in writing and speaking.

Indicators:

- *a. Choose appropriate level of language for purpose, form, and audience.
- *b. Edit and proofread finished products for standard English, focusing on clarity of ideas and conventions of spelling, grammar, and sentence structure.
 - c. Use appropriate vocabulary in the context of writing and speaking.
- *d. Use appropriate language and form to create voice, tone, and style.

Benchmark 12.1.2 - Students revise writing and speaking to clarify meaning.

Indicators:

- a. Adapt reading and writing strategies to various language contexts.
- *b. Participate in discussions of their writing and speaking to gain feedback for revision.
- *c. Revise writing and speaking to accommodate purpose, form, and audience.
- *d. Use conventions of language as they draft and revise their writing and speaking.
- *e. Independently take a piece of writing through the writing process.
- *f. Use technology to access, organize, and present information.

Benchmark 12.1.3 - Students use writing and reading for a variety of purposes.

Indicators:

- a. Publish their writing in a variety of formats for a variety of audiences.
- b. Maintain logs to gather information, solve problems, and write responses.
- c. Read literature of various time periods, cultures, and forms.
- d. Take notes to collect and organize information.
- e. Write formally and informally to inform, persuade, and entertain.
- f. Compare and evaluate adaptations and interpretations of literature for stage, film, or television.

*Indicators marked with an asterisk relate directly to the Virginia State SOLs.

Standard 2 - Know and understand the variety and range of communication forms and strategies in the English language.

Benchmark 12.2.1 - Students use their experiences with and knowledge of forms to make choices in their literary, informational, and technical reading and writing.

Indicators:

- a. Make reading and writing choices based on personal, literary, and critical standards.
- b. Select appropriate forms to match topic, purpose, and audience.
- c. Choose texts for independent classroom reading, personal interest, and research based on their knowledge and experience with a variety of forms.

Benchmark 12.2.2 - Students understand stage, film, or television productions as forms of artistic expression which involve language.

Indicators:

- a. Analyze a film's interpretation of a piece of literature.
- b. Appreciate film as an artistic expression.
- c. Analyze the characteristics and effects of a variety of media productions.

Standard 3 - Know and apply the techniques of effective communication in writing and speaking.

Benchmark 12.3.1 - Students plan before reading, writing, speaking, and viewing.

Indicators:

- a. Independently plan and implement strategies to help their reading, writing, speaking, listening, and viewing.
- b. Recognize how forms of writing and speaking relate to meaning and choose forms to match their audience and purpose.

Benchmark 12.3.2 - Students make use of their own and others' responses for a variety of purposes.

Indicators:

- a. Use the group process to share ideas, gather information, and solve problems.
- b. Use the suggestions of others to improve their writing and speaking.
- c. Participate in group process as resources for each other.

Benchmark 12.3.3 - Students adapt reading, writing, speaking, listening, and viewing strategies to match purpose, context, and form.

Indicators:

- a. Use mapping, outlining, notetaking, freewriting, double entry logging, and webbing as ways to organize ideas.
- *b. Make oral language choices based on predictions of audience responses.
- c. Make and revise predictions in their reading.
- d. Use questioning to clarify and expand knowledge.
- *e. Use the organization and form of writing to aid comprehension.

*Indicators marked with an asterisk relate directly to the Virginia SOLs.

- *f. Analyze how authors, speakers, and directors create intellectual, emotional, and aesthetic effects on their audiences.
- g. Analyze the tone, diction, and structural patterns of spoken and written language.
- h. Apply listening strategies to analyze, evaluate, and appreciate oral communication.
- *i. Use available technology throughout the writing process.

Benchmark 12.3.4 - Students use self-monitoring strategies while listening, speaking, writing, reading, and viewing.

Indicators:

- a. Monitor their understanding in relation to their purpose for reading, writing, listening, speaking, and viewing.
- b. Relate their understanding to prior knowledge.
- c. Assess their understanding through discussion and writing, determining future directions for learning.

Benchmark 12.3.5 - Students determine purpose, audience, voice, and form for writing and speaking and adapt their language accordingly.

Indicators:

- *a. Choose and control language usage appropriate to audience, form, and purpose in speaking and writing.
- *b. Recognize that various literary forms and oral presentations have unique characteristics and adapt this knowledge to their own writing and speaking.
- c. Observe, analyze, plan, and create written and oral presentations.

Benchmark 12.3.6 - Students use cooperative learning strategies.

Indicators:

- a. Assume a variety of roles and responsibilities within a group.
- b. Work toward a group goal using knowledge of compromise and consensus.
- c. Develop speaking and listening skills through collaboration in group activities and discussions.

Benchmark 12.3.7 - Students synthesize and generalize information after reading, writing, speaking, listening, and viewing.

Indicators:

- a. Synthesize meaning and extract commonality from a variety of sources to create new ideas and approaches.
- b. Transfer learning to new situations.
- *c. Evaluate the quality of information resources.

Standard 4 - Do effective research.

Benchmark 12.4.1 - Students use a variety of methods to acquire information.

Indicators:

- a. Use writing to learn by keeping logs and notes.
- b. Use collaboration and discussion to identify and solve problems.
- *c. Use a variety of resources, including technology, to gather information.
- *d. Use primary and secondary sources accurately and ethically.
- e. Refine listening skills to discriminate among a variety of purposes, i.e., discern underlying meaning, assess perspectives, and determine nuances.

Benchmark 12.4.2 - Students select organizational methods and language processes to communicate effectively.

Indicators:

- *a. Plan and implement strategies to organize ideas from a variety of sources.
- b. Use peer and teacher conferencing to guide reading and writing decisions.
- c. Integrate written and spoken language processes in formal and informal presentations.
- *d. Prepare and present information effectively, using a variety of media to include charts, videos, tapes, and artistic representations.
- *e. Recognize and avoid plagiarism in writing.

Standard 5 - Read and understand major literary types, genres, and traditions of the English language.

Benchmark 12.5.1 - Students respond in a variety of ways to what is read, written, heard, or viewed.

Indicators:

- a. Independently analyze and evaluate important ideas in written and spoken language.
- b. Use evidence from texts, technology sources, media, speeches, and personal experiences to support opinions, make inferences, and draw conclusions.
- c. Develop and apply criteria for evaluating a piece of writing, an oral presentation, or a film, stage, or television program.
- d. Analyze and evaluate a variety of informational reading and writing to determine its accuracy and intent.

Benchmark 12.5.2 - Students relate cultural, social, or historical influences to their understanding and appreciation of literature.

Indicators:

- *a. Discuss literature in terms of literary periods, genres, and techniques.
- *b. Understand literature as an expression of the universal human experience, as well as a reflection of a particular culture.

Benchmark 12.5.3 - Students use reading aloud and oral interpretation to increase knowledge, enjoyment, and aesthetic appreciation of the sound and sense of language.

Indicators:

- a. Read aloud to increase active involvement with and appreciation of literary works, including poetry.
- b. Listen to students, teachers, and other professionals read aloud or perform to increase appreciation of literature and the power of language.

Benchmark 12.5-4 - Students initiate reading, writing, viewing, and listening as independent activities.

Indicators:

- *a. Select, read, and share literature from American, British, and world literature.
- b. Select and write about topics of personal interest.
- c. Select film and speeches to support personal, classroom, and research interests.