

**SANTA ROSA CITY SCHOOLS  
CONTENT AND PERFORMANCE STANDARDS  
NINTH AND TENTH ENGLISH LANGUAGE ARTS**

***WORD ANALYSIS AND SYSTEMATIC VOCABULARY DEVELOPMENT:***

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
9/10R1.1 The student determines meaning by applying context clues to discern word meanings [e.g. definition, restatement, example, comparison, contrast, cause and effect.]	Students may demonstrate these performance standards by: <ul style="list-style-type: none"> <li>▪ keeping a personal dictionary of newly learned words.</li> <li>▪ using a thesaurus, dictionary and encyclopedia.</li> <li>▪ using idioms, similies and metaphors appropriately in writing and in dialogue.</li> </ul>
<b>Important to Know and Do</b>	
<b>9/10R1 The student will determine the meaning of, and use accurately, new words encountered in reading materials by applying their knowledge of word sources in British and ancient literature.</b>	
9/10R1.1 The student determines meaning by identifying and using idioms, cognates and the literal and figurative meanings of words in speaking and writing.	
9/10R1.1 The student determines meaning by distinguishing between the denotative and connotative uses of words.	
9/10R1.1 The student determines meaning by identifying and using knowledge of common root words, prefixes and suffixes.	
<b>Worth Being Familiar With</b>	
9/10R1.1 The student determines meaning by identifying and using knowledge of the origins of commonly used words and phrases derived from mythology.	

**READING COMPREHENSION (focus on informational materials):**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>9/10R2 The student will read and understand grade level appropriate material. S/he will analyze the organization, patterns, arguments and positions advanced. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List.</b></p> <p>9/10R2.2 The student demonstrates comprehension of informational materials by generating relevant and researchable questions about readings.</p> <p>9/10R2.2 The student demonstrates comprehension of informational materials by synthesizing the content of several sources on one issue or by one author and showing comprehension by clarifying these ideas by relating them to other sources and/or topics.</p> <p>9/10R2.2 The student demonstrates comprehension of informational materials by synthesizing the content and ideas from several sources dealing with a single issue or written by a single author, producing evidence of comprehension by clarifying the ideas and connecting them to other sources and related topics.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ maintaining an annotated list of books read.</li> <li>▪ maintaining reading logs or journals.</li> <li>▪ participating in formal or informal book talks.</li> <li>▪ recording and/or graphing the amount of time spent reading.</li> <li>▪ incorporating expert opinion and data into a speech or position paper.</li> <li>▪ writing a term paper that uses three to five sources to support a thesis.</li> <li>▪ writing a paper or speech that critically compares two or more speeches or editorials dealing opposing sides of the same issue.</li> <li>▪ writing a letter to the editor in response to an editorial or newspaper article of local or national importance.</li> </ul>
Important to Know and Do	
<p>9/10R2.1 By grade 12, the student reads two million words annually [as measured by the number of books or pages read or minutes of daily reading], including classic and contemporary literature as well as magazines, newspapers and on-line materials.</p> <p>9/10R2.2 The student demonstrates comprehension of informational materials by analyzing the structure and format of functional workplace documents, including format, graphics and headers and how authors use the features to achieve their purpose.</p> <p>9/10R2.2 The student demonstrates comprehension of informational materials by critiquing the logic of functional documents such as the sequencing of information and procedures, anticipation of possible reader misunderstandings and their visual appeal.</p>	
Worth Being Familiar With	

**LITERARY RESPONSE AND ANALYSIS:**

<p style="text-align: center;"><b>Enduring Understanding</b></p>	<p style="text-align: center;"><b>EXAMPLES/ILLUSTRATIONS</b></p>
<p><b>9/10R3 The student will read and respond to historically or culturally significant works of American, British and world literature. S/he will conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List.</b></p> <p>9R3.1 The student will respond to literature by comparing works that express a universal theme.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ comparing themes, characters, and ideas in two or more short stories, novels, or plays.</li> </ul>
<p style="text-align: center;"><b>Important to Know and Do</b></p>	
<p>9/10R3.1 The student will respond to literature by identifying literary genres [e.g., dramatic forms, poetry, short stories, novels, auto/biographies, essays, etc.] their component parts and articulating how purpose dictates form.</p>	<ul style="list-style-type: none"> <li>▪ comparing written and video presentations of the same literary work.</li> </ul>
<p>9/10R3.1 The student will respond to literature by explaining how the selection of a genre shapes a theme or topic by examining a given theme addressed in several genres.</p>	<ul style="list-style-type: none"> <li>▪ comparing two or more literary selections that share similar themes.</li> </ul>
<p>9/10R3.1 The student will respond to literature by analyzing interactions between major and minor characters in literary text [e.g., internal and external conflicts, motivation, relationships and influences] and how they affect the plot.</p>	<ul style="list-style-type: none"> <li>▪ identifying the author’s point of view regarding an issue in a text.</li> </ul>
<p>9/10R3.1 The student will respond to literature by interpreting a character’s traits.</p>	<ul style="list-style-type: none"> <li>▪ making inferences and drawing conclusions about fictional and non-fictional events, characters, and settings.</li> </ul>
<p>9/10R3.1 The student will respond to literature by recognizing a wide range of literary elements and techniques [e.g., figurative language, imagery, symbolism, foreshadowing, flashbacks, etc.] and explain their appeal.</p>	<ul style="list-style-type: none"> <li>▪ identifying and discussing literary elements and making well-developed connections between the texts, personal experiences and prior knowledge.</li> </ul>
<p>9/10R3.1 The student will respond to literature by analyzing how an author develops time and sequence [e.g., foreshadowing, flashbacks, etc.].</p>	<ul style="list-style-type: none"> <li>▪ evaluating the author’s writing strategies and use of literary elements.</li> </ul>
<p>9/10R3.1 The student will respond to literature by interpreting and evaluating the nuances of the text [e.g.. ambiguities, subtleties, contradictions, ironies, incongruities, etc.].</p>	
<p>9/10R3.1 The student will respond to literature by explaining how voice, persona and narrator affect tone, characterization, plot and credibility.</p>	
<p>9/10R3.1 The student will respond to literature by evaluating the aesthetic quality of a literary text.</p>	
<p style="text-align: center;"><b>Worth Being Familiar With</b></p>	

**WRITING/PROCESS:**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<p><b>9/10W1 The student will write effectively for a range of audiences and a variety of purposes while using the steps of the writing process.</b></p> <p>9/10W1.1 The student demonstrates an understanding of the structure and conventions of written English by applying prewriting, drafting, revising and editing skills.</p> <p>9/10W1.1 The student demonstrates an understanding of the structure and conventions of written English by selecting the structures and features of language appropriate to the purpose, audience and context of the work.</p> <p>9/10W1.1 The student demonstrates an understanding of the structure and conventions of written English by establishing a controlling impression or coherent thesis that conveys a clear and distinctive perspective.</p> <p>9/10W1.1 The student demonstrates an understanding of the structure and conventions of written English by creating an organizing structure that integrates supporting evidence as appropriate.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"><li>▪ incorporating into revised drafts, as appropriate, suggestions taken from peers.</li><li>▪ producing a series of different drafts that result in a polished piece of writing.</li><li>▪ describing the reasons for stylistic choices as a writer.</li><li>▪ critiquing the writing of a peer.</li><li>▪ sharpening the focus.</li><li>▪ reconsidering the organizational structure.</li></ul>
<b>Important to Know and Do</b>	
<b>Worth Being Familiar With</b>	

***WRITTEN ENGLISH LANGUAGE CONVENTIONS:***

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>9W2 The student will demonstrate an understanding and control of the English language in written work.</b></p> <p>9W2.1 The student demonstrates an understanding of the structure and conventions of written English by correctly using grammar, sentence structure, punctuation, spelling and mechanics.</p> <p>9W2.1 The student demonstrates an understanding of the structure and conventions of written English by producing legible work that reflects appropriate manuscript requirements.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ identifying and correctly using clauses.</li> <li>▪ correctly using punctuation including semicolons, colons, ellipses, and hyphens.</li> <li>▪ spelling correctly.</li> <li>▪ correctly using capitalization.</li> <li>▪ demonstrating verb tense consistency</li> <li>▪ understanding and using parallel structure.</li> <li>▪ properly placing modifiers.</li> <li>▪ using appropriate diction and syntax.</li> <li>▪ correctly using title page, pagination, spacing, margins.</li> <li>▪ correctly integrating source and support materials in manuscript form.</li> </ul>
<p style="text-align: center;"><b>Important to Know and Do</b></p>	
<p style="text-align: center;"><b>Worth Being Familiar With</b></p>	

***WRITTEN/COMMUNICATION/APPLICATIONS:***

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>9/10W3 Using conventions correctly and the writing process appropriately, the student will write both literary and informational texts.</b></p> <p>9/10W3.1 The student demonstrates understanding of the appropriate features for writing by producing a response to literature that advances and supports a judgment that is interpretive, analytic, evaluative or reflective.</p> <p>9/10W3.1 The student demonstrates understanding of the appropriate features for writing by producing expository text that explains, analyzes, persuades or describes.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ writing an autobiography, biography, memoir, short story, play, or poems.</li> <li>▪ writing an essay evaluating a movie or piece of literature.</li> <li>▪ writing a comparison of a piece of literature with its adaptation or presentation in another medium.</li> <li>▪ responding personally<sup>6</sup> to literature in a journal or log.</li> <li>▪ writing a formal or informal research report.</li> <li>▪ writing an evaluation of a process or a service.</li> </ul>
<p style="text-align: center;"><b>Important to Know and Do</b></p>	
<p>9/10W3.1 The student demonstrates understanding of the appropriate features for writing by producing work in at least one literary genre that follows the conventions of that genre.</p>	

<b>Worth Being Familiar With</b>	<ul style="list-style-type: none"> <li>▪ writing directions.</li> <li>▪ creating a brochure or an advertisement.</li> <li>▪ writing a letter to the editor.</li> <li>▪ writing a reflection on a personal observation.</li> </ul>
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***LISTENING AND VIEWING:***

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<b>Important to Know and Do</b>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ creating a plan for a group project.</li> <li>▪ developing and negotiating classroom rubrics.</li> <li>▪ engaging in classroom discussions (Socratic seminars, literature study groups, etc.).</li> <li>▪ participating in role-playing to better understand a topic.</li> <li>▪ participating in student-teacher conference. regarding a draft of writing.</li> <li>▪ participating in peer tutoring, cross-aged tutoring, peer editing.</li> <li>▪ participating in student-led conferences with the teacher on the student's progress on a particular assignment.</li> <li>▪ participating in book talks.</li> </ul>
<p><b>9/10SLV1 The student will listen to, view, and respond critically to a variety of multimedia communications and demonstrates a variety of organizational strategies and delivery techniques to convey meaning effectively.</b></p> <p>9/10SLV1.1 The student makes informed judgments about television, radio and film productions by demonstrating an awareness of the presence of the media in the daily lives of most people.</p> <p>9/10SLV1.1 The student makes informed judgments about television, radio and film productions by evaluating the role of the media in focusing attention and in forming opinions.</p> <p>9/10SLV1.1 The student makes informed judgments about television, radio and film productions by judging the extent to which various media are sources of entertainment as well as sources of information.</p> <p>9/10SLV1.1 The student makes informed judgments about television, radio and film productions by defining the role of advertising as part of media presentation [e.g., by determining how advertising might motivate or influence audience].</p> <p>9/10SLV1.1 The student makes informed judgments about television, radio and film productions by acting as a critical viewer [e.g., has knowledge of how the message is communicated].</p> <p>9/10SLV1.2 The student listens to and analyzes an instance of public speaking by taking notes on important information.</p> <p>9/10SLV1.2 The student listens to and analyzes an instance of public speaking by accurately summarizing the main points of each speaker's remarks.</p> <p>9/10SLV1.2 The student listens to and analyzes an instance of public speaking by formulating judgments about the issues.</p> <p>9/10SLV1.2 The student listens to and analyzes an instance of public speaking by critically analyzing the speech, lecture or public meeting in terms of content and delivery style.</p>	

<b>Worth Being Familiar With</b>	
9/10SLV1.2 The student listens to and analyzes an instance of public speaking by identifying types of arguments [such as analogy, causation, authority] and identifying types of logical fallacies [e.g., ad hominem, inferring causation from correlation, overgeneralization].	

***SPEAKING:***

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<p><b>9/10SLV2 The student will deliver both formal and informal presentations, demonstrating effective organizational strategies and delivery techniques.</b></p> <p>9/10SLV2.1 The student participates in group meetings by displaying appropriate turn-taking behaviors.</p> <p>9/10SLV2.1 The student participates in group meetings by actively soliciting another person’s comment or opinion.</p> <p>9/10SLV2.1 The student participates in group meetings by responding appropriately to comments and questions.</p> <p>9/10SLV2.1 The student participates in group meetings by volunteering contributions and responding when directly solicited by teacher or discussion leader.</p> <p>9/10SLV2.1 The student participates in group meetings by employing a group decision-making technique, such as brainstorming, or a problem-solving sequence [e.g., recognize problem, define problem, identify possible solution].</p> <p>9/10SLV2.1 The student participates in group meetings by dividing labor to achieve a group goal.</p> <p>9/10SLV2.3 The student prepares and delivers an individual presentation by shaping information to achieve a particular purpose.</p> <p>9/10SLV2.3 The student prepares and delivers an individual presentation by developing several main points relating to a single thesis.</p> <p>9/10SLV2.3 The student prepares and delivers an individual presentation by effectively using evidence or information to support main points.</p> <p>9/10SLV2.3 The student prepares and delivers an individual presentation by engaging the audience with the appropriate vocal variety, gestures and eye contact.</p>	<p>The student may demonstrate this performance standard by:</p> <ul style="list-style-type: none"> <li>▪ defining propaganda terminology and explaining the use of propaganda techniques in commercials and speeches.</li> <li>▪ maintaining a week’s log documenting personal viewing habits.</li> <li>▪ describing the appeal of particularly memorable commercials or speeches.</li> <li>▪ taking notes while attending or viewing a meeting, lecture, or an oral presentation.</li> <li>▪ writing or delivering a summary of a meeting, lecture, or oral presentation</li> <li>▪ incorporating information gathered at a meeting, lecture, or speech into a report of information.</li> <li>▪ writing a rebuttal to or critical analysis of a speech or public meeting.</li> <li>▪ creating a plan for a group project.</li> <li>▪ developing and negotiating classroom rubrics.</li> <li>▪ engaging in classroom discussions (Socratic seminars, literature study groups, etc.).</li> <li>▪ participating in role-playing to better understand a topic.</li> </ul>

## Important to Know and Do

9/10SLV2.1 The student participates in group meetings by asserting an individual point of view while contributing to group goals.

9/10SLV2.1 The student participates in group meetings by giving reasons in support of opinions expressed.

9/10SLV2.1 The student participates in group meetings by clarifying, illustrating or expanding on a response when asked to do so and asks classmates for similar expansions.

9/10SLV2.2 The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer by asking relevant questions.

9/10SLV2.2 The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer by responding to questions with appropriate elaboration.

9/10SLV2.2 The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer by confirming understanding by paraphrasing the adult's directions or suggestions.

9/10SLV2.2 The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer by applying sound interviewing techniques.

9/10SLV2.3 The student prepares and delivers an individual presentation by narrating a story [autobiographical or fictional].

9/10SLV2.3 The student prepares and delivers an individual presentation by defining, explaining, informing or a combination of all three.

9/10SLV2.3 The student prepares and delivers an individual presentation by describing using concrete imagery, shifting perspectives and vantage points and sensory details.

9/10SLV2.3 The student prepares and delivers an individual presentation by speaking from concise notes or recites from memory.

9/10SLV2.3 The student prepares and delivers an individual presentation by choosing appropriate devices for introduction and conclusion as well as formulating logical arguments.

9/10SLV2.3 The student prepares and delivers an individual presentation by using props, visual aids, graphs and electronic media to enhance appeal and accuracy.

9/10SLV2.3 The student prepares and delivers an individual presentation by projecting a sense of individuality and personality in selecting and organizing content and delivery.

The student may demonstrate this performance standard by

- participating in student-teacher conference. regarding a draft of writing.
- participating in peer tutoring, cross-aged tutoring, peer editing.
- participating in student-led conferences with the teacher on the student's progress on a particular assignment.
- participating in book talks.
- performing a "hot seat" presentation as a character in literature.
- analyzing orally, characters in literature.
- comparing orally two pieces of literature.
- performing dramatic skits based on the character.
- making an individual dramatic presentation (monologue, reader's theater or poetry presentation/interpretation).
- participating in a panel in which each member speaks about a particular point relating to the overall topic.
- preparing a speech that develops several main points relating to a single thesis.
- participating in a forum in which audience members question and respond to panelists.

## Worth Being Familiar With

9/10SLV2.2 The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer by initiating new topics and responds to adult initiated topics.

9/10SLV2.2 The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer by using language cues to indicate different levels of certainty or hypothesizing [e.g., "what if...", "very likely...", "I'm unsure whether..."].