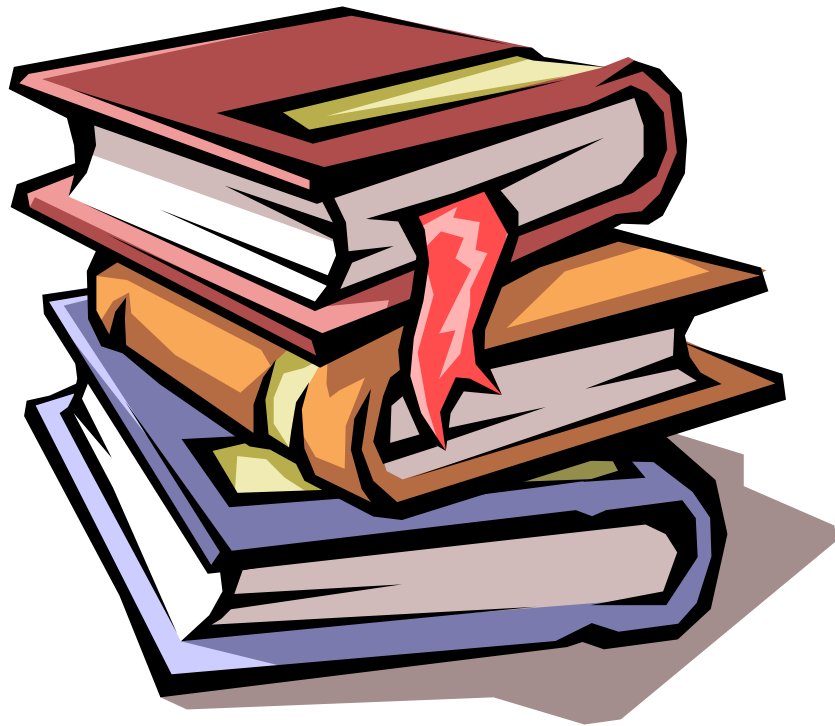


**SHENENDEHOWA CENTRAL SCHOOL
CLIFTON PARK, NEW YORK**

OFFICE OF CURRICULUM, INSTRUCTION AND LEARNING

**English/Language Arts
Essential Content and Competencies
and Handbook
Grades 9-12**



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CLIFTON PARK, NEW YORK 12065**

OFFICE OF CURRICULUM, INSTRUCTION AND LEARNING

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INTRODUCTION

Shenendehowa's English/Language Arts Essential Content and Competencies integrates the four standards from New York State Core Curriculum with the *Profile of a Shenendehowa Graduate*. The four standards are:

- I. Students will read, write, listen and speak for information and understanding.
- II. Students will read, write, listen and speak for literary response and expression.
- III. Students will read, write, listen and speak for critical analysis and evaluation.
- IV. Students will read, write, listen and speak for social interaction.

This document is organized into a developmental sequence of content and competencies for 9-12. This sequence establishes when skills should be introduced (I), developed and practiced (D), and applied consistently (A). A dot (•) indicates a skill will continue to be applied at a grade appropriate level. Teacher assistance is implied at the "I" and "D" levels, diminishing at the "A" Level.

The Shenendehowa ECC shares the philosophy expressed in the English/Language Arts Core Curriculum:

- recognizes that English Language Arts learners must be exposed to regular and varied opportunities to read (25 books or their equivalent per year), write (1000 words or more per month), listen (daily), and speak (daily).
- recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening and speaking competencies
- suggests the ongoing nature of language arts development across the continuum from kindergarten to grade 12
- affirms that all students are able to achieve competency in the presence of skills instruction, adequate time for learning, varied and/or specialized resources, and additional support
- recognizes that equity and access to technology and other resources must be assured
- reflects an understanding of the developmental needs of students as they work to achieve competency in language arts
- focuses on students as active learners, responsible for and knowledgeable about their own learning

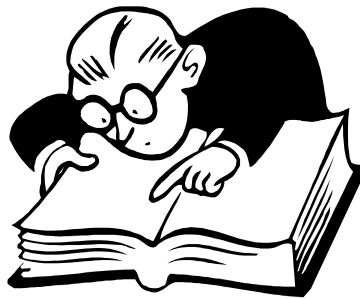
A handbook, broken down by grade level clusters, has been developed that provides skills, strategies, and resources to be implemented in the classroom.

Standard I – Students will read for information and understanding.
See *ELA Handbook 9-12*

- R-1 Locate and use school, public, academic, and special library resources for information and research
- R-2 Use specialized reference sources such as glossaries, directories, and *abstracts*
- R-3 Read and follow written complex directions and procedures to solve problems and accomplish tasks
- R-4 Skim texts to gain overall impression and scan texts for particular information
- R-5 Recognize the defining features and structures of informational texts
- R-6 Interpret and evaluate data, facts, and ideas in informational texts.
- R-7 Identify and evaluate the reliability and validity of informational sources.
- R-8 Recognize unstated assumptions by means of drawing inferences from the text

- R-9 Distinguish verifiable statement from hypothesis.
- R-10 Check consistency of hypothesis with given information and assumption
- R-11 Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, and subjects, and to the world at large.

9	10	11	12
D	D	D	A
I/D	D	D	A
D	A	A	A
D	D	D	A
I	D	A	A
I	I	D	A
I	I	D	A
D/A	D/A	D/A	D/A
I	I	D	D
I	I	D	A
I	I	D	A



I = Introduce, D = Develop, A = Apply

Standard I – Students will write for information and understanding.

See *ELA Handbook 9-12*

- W-1 Use both primary and secondary sources of information for research/research paper.
- W-2 Select and limit topics for informational writing
- W-3 Analyze and integrate data, facts, and ideas to communicate information.
- W-4 Take notes and organize information from written and oral texts, such as lectures and interviews.
- W-5 Use a range of organizational strategies to present information such as cause/effect, compare/contrast and chronology
- W-6 Apply new information in different contexts and situations.
- W-7 *Cite primary and secondary sources of information in works cited and internal citation using an approved style sheet.*
- W-8 *Define the meaning and understand the consequences of plagiarism.*
- W-9 *Use paraphrase and quotation in order to communicate information most effectively.*
- W-10 Use charts, graphs, and diagrams to support and illustrate informational text.
- W-11 Use the language of research such as documentation, source, paraphrase, citation, works cited and internal citation.
- W12 Maintain a portfolio that includes informational writing.

9	10	11	12
I	I	I	I
I	D	A	A
I	D	D	A
D/A	D/A	D/A	A
D/A	D/A	D	A
I	D	D	A
I	D	D	D
D	D	D	A
I	D	D	D
I	D	D	A
D	D	D	A

Standard I - Students will listen for information and understanding.

See *ELA Handbook 9-12*

9 1 11 12

- L-1 Interpret information from media presentations such as documentary films, news broadcasts, taped interviews.
- L-2 Listen to and follow complex directions or instructions.
- L-3 Identify speaker's purpose and motive for communicating information.
- L-4 Anticipate speaker's points and assess their validity.
- L-5 Determine the need for more information for clarification.
- L-6 Synthesize information from different sources by condensing, combining, or categorizing data, facts and ideas
- L-7 Recognize appropriate voice, tone, diction, and syntax.

D	D	D	A
D/A	D	D	A
D	D	D	A
D	D	D	A
D	D	D	A
D	D	D	A

Standard I - Students will speak for information and understanding.

See *ELA Handbook 9-12*

- S-1 Prepare and give presentations to an audience on informational topics.
- S-2 Use notes or speaking points to assist in delivery.
- S-3 Express a point of view providing facts and details in support.
- S-4 Use a variety of techniques, such as anecdotes, starting statistics and literary devices.
- S-5 Anticipate and respond to listener's points of view
- S-6 Give directions and explain a process
- S-7 Ask and respond to probing and challenging questions to acquire information

9	10	11	12
D	D	D	D
D	D	A	A
D	D	A	A
D	D	D	A
I	D	D	A
D	A	A	A
I	I	D	A

Standard II – Students will read for literary response and expression.

See *ELA Handbook 9-12*

- R-1 Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives.
- R-2 Read literary criticism to increase comprehension and appreciation of imaginative texts.
- R-3 Recognize a range of literary elements and techniques such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work.
- R-4 *Recognize how the author uses tone to express and attitude toward the subject matter or the audience.*
- R-5 Distinguish among different forms of poetry such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent.
- R-6 *Compare a film, video, or stage version of a literary work with the written version.*
- R-7 Read imaginative texts aloud to convey an interpretation of the work.
- R-8 Interpret literary texts based on understanding of the genre and the literary period
- R-9 Read works with a common theme and compare the treatment of that theme by different authors.
- R-10 Interpret multiple levels of meaning and subtleties in text.
- R-11 Recognize relevance of literature to contemporary and/or personal events and situations

9	10	11	12
D	D	A	A
I	D	D	D
D	D	D	A
I	D	D	D
I/D	I/D	I/D	I/D
D	D	D	D
D	D	D	D
I	I	D	D
I/D	D	A	A
I/D	I/D	I/D	I/D
D	A	A	A

I = Introduce, D = Develop, A = Apply

Standard II - Students will write for literary response and expression.
See *ELA Handbook 9-12*

W-1 Write imaginative texts:

- use elements of imaginative text such as plot, character, setting, dialogue, conflict, and suspense to engage the reader
- maintain consistent point of view including first person, third person, or omniscient narrator
- use literary devices such as figurative language, allegory, irony, symbolism, and stream of consciousness
- create social, historical, and/or cultural context
- use language and sentence structure creatively to elicit reader’s emotional response
- create a personal voice

W-2 Write interpretive and responsive essays in order to:

- express judgments and support them through references to the text, using direct quotations and paraphrase.
- explain how the author’s use of literary devices (such as allegory, stream of consciousness, irony) affect meaning
- examine development and impact of literary elements such as character (protagonist, antagonist); action (conflict, intrigue, suspense, climax); and setting (locale, time period) in literary texts and performances
- compare and contrast the treatment of literary elements in different genres and by more than one author
- use literary criticism to expand personal analysis of the literary text

W-3 Use resources such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretive, and responsive texts.

W-4 Maintain a portfolio that includes imaginative, interpretive, and responsive writing.

	9	10	11	12
	D	D	D	D
	D	D	D	A
	I	D	D	A
	I	D	D	A
	I	D	D	A
	I	D	A	A
	I	D	D	A
	I	D	D	D
	I	D	D	A
		I	D	D
	D	D	D	D



I = Introduce, D = Develop, A = Apply

Standard II - Students will listen for literary response and expression.
See *ELA Handbook 9-12*

- L-1 Interpret and respond to texts from a variety of genres, authors, and subjects.
- L-2 Recognize features of literary genres in interpreting and responding to presentations of literary texts.
- L-3 *Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text.*
- L-4 Identify how format and language are used in presentations to communicate the author’s message and to evoke a response.
- L-5 Recognize how presentation style affects emotional response to listener.
- L-6 Connect imaginative texts to prior knowledge, personal experience, and contemporary situations.
- L-7 Identify multiple levels of meaning in presentation of imaginative texts.

	9	10	11	12
	D/A	D/A	D/A	A
	D	A	A	A
	I	I	D	D
	I	I	D	D
	D	D	D/A	D/A
	D	A	A	A
	I	D	D	D

Standard II - Students will speak for literary response and expression.
See *ELA Handbook 9-12*

- S-1 Express opinions and support them through specific references to the text.
- S-2 Describe the features of the genre and the period to interpret and respond to imaginative texts.
- S-3 Uses devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response.
- S-4 Use media to support presentation of original and interpretive texts.
- S-5 Ask and respond to questions and follow-up questions to clarify interpretation.

	9	10	11	12
	D	D	A	A
	D	D	D	D
	D	D	D	D
	I	D	D	D
	D	D	D	A

Standard III - Students will read for critical analysis and evaluation.

See *ELA Handbook 9-12*

- R-1 Form opinions and make judgments about the validity and accuracy of informational, interpretative, imaginative, and persuasive texts.
- R-2 Employ a variety of techniques to assist with analysis and evaluation of texts such as generating outlines, lists of significant questions, mind maps or graphic organizer.
- R-3 Analyze and evaluate nonfiction texts including:
- determine significance and reliability of information
 - determine writer’s perspectives, purposes, and intended audiences
 - identify tone, style, and use of language
 - recognize format and its significance to content
- R-4 Analyze and evaluate poetry in order to recognize the use and effect of:
- rhythm, rhyme, and sound pattern
 - repetition
 - sensory imagery
 - figurative language
 - verse form
 - differences between language of the poem and everyday language of readers
- R-5 Analyze and evaluate fiction including:
- the development of a central idea or theme
 - the development of characters and their actions
 - the author’s point of view
 - the elements of the plot, such as conflict, climax, and resolution
 - the background in which text is written
 - the effect of diction and figurative language
 - the effect created by author’s tone or mood
 - the significance of the title
- R-6 Develop an understanding of literary texts and performances by reading literary criticism from a variety of perspectives.
- R-7 Select, reject, and reconcile ideas and information in light of prior knowledge, experiences, beliefs, and biases.
- D-8 Analyze and evaluate the intellectual and/or emotional impact on the reader of specific texts

	9	10	11	12
R-1	D	D	A	A
R-2	D	D	A	A
R-3	I/D	I/D	I/D	I/D
R-4	I/D	I/D	I/D	I/D
R-5	D	D	D	D
R-6		I	I	D
R-7	D	D	A	A
D-8	D	D	A	A

Standard III - Students will write for critical analysis and evaluation.

See *ELA Handbook 9-12*

- W-1 State an opinion, or present a judgment by developing a thesis and providing supporting evidence, argument and details.
- W-2 *Articulate one or more perspectives (such as one's own and/or those of a special interest group) to summarize arguments on different sides of issues.*
- W-3 *Analyze a variety of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience.*
- W-4 Use strategies designed to influence or to persuade.
- W-5 Maintain a writing portfolio that includes writing for critical analysis and evaluation.

	9	10	11	12
	D	D	D	A
	I	D	D	A
	I	D	D	D
	D	D	D	D

Standard III - Students will listen to critically analyze and evaluate.

See *ELA Handbook 9-12*

- L-1 Recognize and acknowledge various perspectives on issues of local, national, and world concern.
- L-2 Determine points of view, clarify positions, make judgments, and form opinions
- L-3 Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations.
- L-4 Evaluate content and organization of the presentations, applying criteria such as appropriateness and completeness of reasons, examples, details; relevance of statements in relation to topic; validity of speaker's conclusion.
- L-5 Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content.
- L-6 Recognize the use of protocols and traditional practices of debating, public speaking, interviewing, reviewing literary works, and other forms of speaking.

	9	10	11	12
		I	D	D
	D	D	D	D
	D	D	D	D
	I	D	D	A
	I/D	I/D	I/D	I/D
	I/D	I/D	D	D

Standard III - Students will speak for critical analysis and evaluation.

See *ELA Handbook 9-12*

- S-1 Express opinions or make judgments about ideas, information, experience, and issues.
- S-2 Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics.
- S-3 Present content that is clearly organized and based on knowledge of audience needs and interests.
- S-4 Present reasons, examples, and details from sources cited to defend opinions or judgments.
- S-5 Present arguments from different perspectives.
- S-6 Speak extemporaneously to clarify or elaborate
- S-7 Respond to constructive criticism
- S-8 Use visuals and technology to enhance presentation
- S-9 Ask and respond to questions to seek clarity or to suggest different perspectives
- S-10 Credit sources of information and opinions accurately in presentations and handouts

	9	10	11	12
	D/A	D/A	D/A	D/A
	D	A	A	A
	I	D	D	A
	D	D	D	D
	I	I	D	D
	D	D	D	D
	D	D	D	D
	I	D	D	D
	D	D	D	D
	D	D	D	A



Standard IV – Students will read for social interaction.
See *ELA Handbook 9-12*

- R-1 Share reading experiences to build social relationships.
- R-2 Consider age, gender, and cultural traditions of the writer.
- R-3 Recognize tone in social communication.
- R-4 Recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, and colloquialisms.

9	10	11	12
D	D	D	D
D	D	D	D
A	A	A	A
D	D	A	A

Standard IV – Students will write for social interaction.
See *ELA Handbook 9-12*

W-1 Share the process of writing with peers and adults.

W-2 Develop a personal voice that enables the reader to get to know the writer.

W-3 Write and share personal reactions to experiences, events, and observations, using a form of social communication.

W-4 Use the conventions of electronic mail

9	10	11	12
D	D	D	A
D	D	D	A
D	D	D	A
D	D	D	D

Standard IV - Students will listen for social interaction.

See *ELA Handbook 9-12*

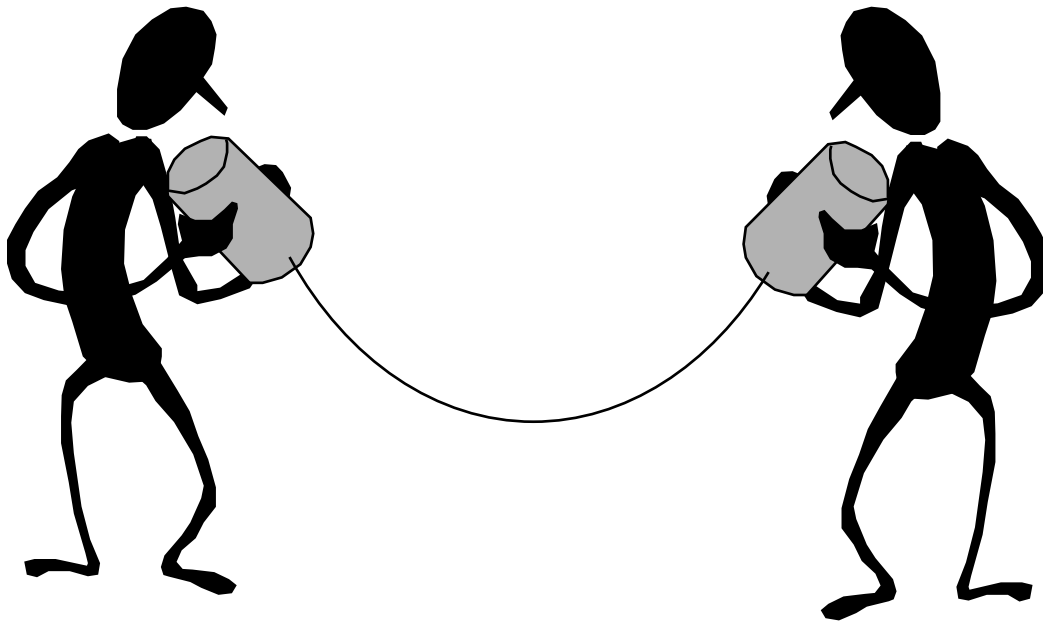
- L-1 Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers.
- L-2 Respect age, gender, position, and cultural traditions of the speaker.
- L-3 Listen for multiple levels of meaning, articulated and unspoken.
- L-4 Withhold judgment.
- L-5 Develop the skills of active listening.

9	10	11	12
A	A	A	A
D	D	D	D
D	D	D	D
I	D	D	D
I	D	D	D

Standard IV - Students will speak for social interaction.
See *ELA Handbook 9-12*

- S-1 Speak informally with familiar and unfamiliar people, individually, and in group settings.
- S-2 Respect age, gender, position, and cultural traditions of the listener.
- S-3 Provide feedback by asking questions designed to encourage further conversation.
- S-4 Respond to listener’s interests, needs, and reactions to social conversations.
- S-5 Use courtesy; for example, avoid sarcasm, ridicule, dominating conversation, and interrupting.
- S-6 Select language and behavior appropriate to the purpose, occasion, and listener; for example, culture specific, jargon, colloquialism, and gesture.
- S-7 Respond respectfully.
- S-8 Develop social communication skills to foster community; select appropriate language and behavior.

9	10	11	12
A	A	A	A
D	D	D/A	D/A
D/A	D/A	D/A	D/A
D	D	D	D
D	D	D	D
D	D	D/A	D/A
D	D	D/A	D/A
D	D	D/A	D/A



ELA Handbook 9-12

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

What students use:

Standard I - Information and Understanding

- Read from informational texts, such as
 - reference materials
 - primary and secondary sources
 - technical manuals
 - workplace documents
 - national and international newspapers, periodicals, and journals.
 - biographies and autobiographies
 - online and electronic databases and web sites.

Standard II - Literacy response

- Read, view, and interpret imaginative texts and performances in every medium from a wide variety of authors, subjects, and genres, such as:
 - short stories
 - novels
 - plays
 - films and video productions
 - poems
 - essays
 - literary criticism

Standard III - Critical Analysis and Evaluation

- Read to analyze and evaluate ideas, information, opinions, issues, and experiences from academic and nonacademic sources, such as:
 - literary texts
 - editorials
 - book, drama, and film reviews
 - literary criticism
 - professional journals and technical manuals
 - public documents
 - electronic resources
 - periodicals
 - texts of speeches
 - position papers]
 - advertisements

Standard IV - Social Interaction

Read to establish maintain, and enhance personal relationships.

What students do:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's word
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive, such as *finally*, *in addition*, and *in contrast*
- Recognize organizational format such as hierarchical, chronological, and cause/effect.
- Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills, such as exposure to a wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading goals and accomplishments

What students use:

Standard I - Information and Understanding

- Write the following in order to begin to transmit information:
 - research reports of approximately eight to ten pages
 - thesis/support papers
 - feature articles

Standard II - Literary response and understanding

- Write original imaginative texts , such as:
 - stories
 - poems
 - plays for stage and screen
 - video scripts
 - autobiographical sketches
- Write interpretive and responsive essays

Standard III - Critical analysis and evaluation

- Write the following to analyze and evaluate ideas, information, issues, and experiences:
 - expository essays
 - review of books, drama, and films
 - editorials for newspapers and magazines
 - advertisement

Standard IV - Social interaction

Write to establish, maintain, and enhance personal relationships.

What students do:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
 - punctuation of simple and compound sentences, of dialogue, of titles of articles
 - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
 - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating, and correlative), prepositions and prepositional phrases, and interjections
 - complete, simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity, including transitional devices and varied sentence structure.
- Use computer technology to create, manipulate, and edit text.
- Write legibly when required to write by hand.

What students use:

Standard I - Information and Understanding

Listen to the following to interpret information and ideas in, for example:

- small and large group discussions
- school and public lectures or speeches
- school and public forums and debates
- school and public panel discussions
- interviews
- multimedia presentations

Standard II - Literary response and understanding

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
 - stage plays
 - dramatic readings
 - film and video productions

Standard III - Critical analysis and evaluation

- Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences from a range of academic and nonacademic presentations such as:
 - small and large group school or community discussions
 - speeches, interviews
 - review of books, films, and plays
 - debates
 - multimedia presentations
 - advertisements and editorials

Standard IV - Social interaction

Listen to establish, maintain, and enhance personal relationships at home, in school, and in the social and business community.

What students do:

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people

What students speak about:

Standard I - Information and Understanding

- Speak to share information and ideas in, for example:
 - small or large group discussions
 - debates before a school or public audience
 - panel discussions before a school or public audience
 - interviews
 - presentations and/or multimedia presentations

Standard II - Literary response and understanding

- Speak to present interpretations and responses to imaginative texts and performances in, for example:
 - small and large group discussions
 - panel presentations
 - presentations and multimedia presentations to school and public audiences
 - dramatic productions or readings
 - teacher conferences

Standard III - Critical analysis and evaluation

- Speak to present opinions, judgments, ideas, information, issues, and experiences in, for example:
 - small and large group presentations
 - reviews of books, films, and plays
 - debates, speeches, interviews

Standard IV - Social interaction

- Speak with peers and adults to initiate conversations to establish, maintain, and enhance personal relationships at home, in school, and in the social and business community.

What students do:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection, and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aides and props effectively
- Respond to audience reaction and adapt presentation
- Establish and maintain eye contact with audience.