

English-Language Arts Standards

The *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts. The ability to communicate well – to read, write, listen, and speak – runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation. Students must read a broad variety of quality texts to develop proficiency in, and derive pleasure from, the act of reading. Students must also have experience in a broad range of writing applications, from the poetic to the technical. Reading and writing technical materials, moreover, are critical life skills. Participation in society requires solid reading and writing competencies. Reading and writing offer the poetry to inform and to enlighten as well as to bridge time and place. Through literature, moreover, students experience the unique history of the United States in an immediate way and encounter many cultures that exist both within and beyond this nation's borders. Through reading and writing students may share perspectives on enduring questions, understand how to impart essential information, and even obtain a glimpse of human motivation. Reading and writing offer incomparable experiences of shared conflict, wisdom, understanding, and beauty. Speaking and listening skills have never been more important. The abilities to express ideas cogently and to construct valid and truthful arguments are as important as to writing well. Honing the ability to express defensible reflections about literature will ensure comprehension and understanding. Reading, writing, listening and speaking skills exist in context and in relation to the others. These skills must not be taught independently of one another. Rather, they need to be developed in the context of a rich, substantive core curriculum that is geared not only toward achieving these standards per se but also toward applying language arts skills to achieve success in other curricular areas. Mastery of these standards will ensure that students enter the worlds of higher education and the workplace armed with the tools they need to be literate, confident communicators.

GRADES NINE AND TEN

READING

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development.** Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. (*See *Vocabulary and Concept Development* 1.1/.2 and .3)
- 2.0 **Reading Comprehension (Focus on Informational Materials).** Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal. (*See *Structural Features of Informational Materials* 2.1 and .2; *Comprehensive and Analysis of Grade-Level-Appropriate Text* 2.3/.4/.5 and .6; *Expository Critique* 2.7 and .8.)
- 3.0 **Literary Response and Analysis.** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through twelve (1990) illustrate the quality and complexity of the materials to be read by students. (* See *Structural Features of Literature* 3.1 and .2; *Narrative Analysis of Grade-Level-Appropriate Text* 3.3/.4/.5/.6/.7/.8/.9 and .10; *Literary Criticism* 3.11 and .12).

WRITING

- 1.0 **Writing Strategies.** Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. (*See *Organization and Focus* 1.1 and 1.2; *Research and Technology* 1.3/.4/.5/.6/.7 and .8; *Evaluation and Revision* 1.9)
- 2.0 **Writing Applications (Genres and Their Characteristics).** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (*See Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students: 2.1/.2/.3/.4/.5 and .6.)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- 1.0 **Written and Oral English Language Conventions.** Students will write and speak with a command of standard English conventions. (*See *Grammar and Mechanics of Writing* 1.1, .2 and .3; *Manuscript Form* 1.4 and 1.5)

LISTENING AND SPEAKING

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- 1.0 **Listening and Speaking Strategies.** Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. (*See *Comprehension* 1.0 and 1.2; *Organization and Delivery of Oral Communication* 1.3/4/5/6/7/8 and .9; *Analysis and Evaluation of Oral and Media Communications* 1.10/11/12/13 and .14.)
- 2.0 **Speaking Applications (Genres and Their Characteristics).** Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery outlined in Listening and Speaking Standard 1.0. (*See using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students: 2.1/2/3/4/5 and .6.)

GRADES ELEVEN AND TWELVE

READING

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development.** Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. (*See *Vocabulary and Concept Development* 1.1/2 and .3)
- 2.0 **Reading Comprehension (Focus on Informational Materials).** Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal. (*See *Structural Features of Informational Materials* 2.1; *Comprehensive and Analysis of Grade-Level-Appropriate Text* 2.2/3/4 and .5; *Expository Critique* 2.6.)
- 3.0 **Literary Response and Analysis.** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through twelve (1990) illustrate the quality and complexity of the materials to be read by students. (* See *Structural Features of Literature* 3.1 and .2; *Narrative Analysis of Grade-Level-Appropriate Text* 3.3/4/5/6, and .7; *Literary Criticism* 3.8 and .9.)

WRITING

- 1.0 **Writing Strategies.** Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. (*See *Organization and Focus* 1.1/2/3/4 and .5; *Research and Technology* 1.6/7, and .8; *Evaluation and Revision* 1.9)
- 2.0 **Writing Applications (Genres and Their Characteristics).** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (*See Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students: 2.1/2/3/4/5 and .6.)

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- 1.0 **Written and Oral English Language Conventions.** Students will write and speak with a command of standard English conventions. (*See 1.1, .2 and .3.)

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