

ELA Power Standards – Grades 9-12

- A. **READING** - Students will fluently and independently engage in the process of reading with assigned and self-selected texts* (e.g. print, electronic, oral, and visual media).
1. This process includes the ability to skillfully comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies (including, but not limited to, visualizing, predicting, summarizing, questioning, and clarifying). In particular, students will use excerpts from texts to defend their assertions through writing and discussions.
 2. Students will recognize an author's use of particular conventions (e.g. mechanics, syntax, word choice, grammar, and figurative language) to communicate particular messages to the intended audience.

* The English Department recommends creating a graduation requirement for all students to be able to read at the 10th grade level (e.g. 226 RIT in Reading).

- B. **WRITING**: Students use a writing process to express ideas and emotions by developing appropriate genres, exhibiting an explicit organizational structure, perspective, and style to communicate with target audiences for specific purposes using a variety of media.

1. This process must include brainstorming, drafting, editing, and publishing using appropriate media, mechanics, and conventions (including speaking).
2. As authors, students will use appropriate conventions (e.g. mechanics, syntax, word choice, grammar, and figurative language) to communicate particular messages to the intended audience.

- C. **RESEARCH** – Students engage in a process of inquiry by developing research questions, accessing and verifying a variety of sources (including print and electronic media), synthesizing and communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, and in mixed media.

1. Students will draft their own research questions, creating a habit of mind and knowing how to approach issues in a research-based way.
2. Students will analyze the difference between and effectiveness of primary and secondary sources.
3. Students will document their findings use appropriate conventions of research (e.g. MLA citations, etc.)

- D. **ARGUMENTATION**: Students will engage in an effective process of argumentation, which is recognized as a sophisticated level of reading, writing, and research.

1. This process includes the ability to evaluate the validity, truthfulness, and usefulness of ideas presented in essays, within a grade appropriate span of text complexity, noting how the structural features and rhetorical devices affect the information and argument(s) are presented.
2. This process includes the ability to write thesis-driven essays that build logical arguments and support assertions with examples and evidence that are accurate, credible, and relevant.
3. Students will also have the ability to a) recognize an author's use of particular conventions (e.g. mechanics, syntax, word choice, grammar, and figurative language) to assert and defend particular messages to the intended audience, and b) use appropriate conventions (e.g. mechanics, syntax, word choice, grammar, and figurative language) to argue particular positions to the intended audience.