

**New York
Career and Technical Education Matrix for English Language Arts**

The “✓” designations in the columns under each career pathway identify significant opportunities for academic standards-related instruction within the various career-technical programs. The absence of an “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction and teachers should make decisions based on their own instructional goals, best judgments and student interests.

New York English Language Arts Learning Standards/ Performance Indicators Grade 9	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
		Food Products & Processing Systems	Agribusiness Systems	Power, Structural & Technical Systems	Environmental Service Systems	Plant Systems	Natural Resource Systems	Animal Systems	Design/ Pre-Construction	Construction	Maintenance/ Operations	Performing Arts	Visual Arts	Printing Technology	Journalism & Broadcasting	A/V Technology & Film	Telecommunications
Reading																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 9 students demonstrate as they learn to read include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
<ul style="list-style-type: none"> Locate and use school and public library resources for information and research <ul style="list-style-type: none"> define a purpose for reading by asking questions about what they need to know for their research 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use specialized reference sources, such as glossaries and directories 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Read and follow written, complex directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> demonstrate task awareness by employing flexible strategies 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> focus on key words and phrases to generate research questions 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Recognize the defining features and structures of informational texts 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<ul style="list-style-type: none"> Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Identify and evaluate the validity of informational sources, with assistance 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance 	H	✓	✓		✓	✓	✓	✓			✓		✓	✓		
<ul style="list-style-type: none"> Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> employ a range of post-reading practices 	H	✓	✓		✓	✓	✓	✓			✓			✓		
Standard 2: Students will read, write, listen, and speak for literary response and expression.																
<ul style="list-style-type: none"> Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays) <ul style="list-style-type: none"> build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	H										✓	✓		✓		
<ul style="list-style-type: none"> Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives 	H										✓			✓		

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<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements 	H										✓			✓		
<ul style="list-style-type: none"> Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode 	H										✓			✓		
<ul style="list-style-type: none"> Compare a film, video, or stage version of a literary work with the written version 	H										✓	✓		✓	✓	
<ul style="list-style-type: none"> Read literary texts aloud to convey an interpretation of the work <ul style="list-style-type: none"> engage in a variety of shared reading experiences, such as choral reading and reader's theatre 	H										✓			✓		
<ul style="list-style-type: none"> Read works with a common theme and compare the treatment of that theme by different authors 	H										✓			✓		
<ul style="list-style-type: none"> Interpret multiple levels of meaning in text 	H										✓			✓		
<ul style="list-style-type: none"> Recognize relevance of literature to personal events and situations 	H										✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																
<ul style="list-style-type: none"> Form opinions and make judgments about the accuracy of information and personal texts 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Generate a list of significant questions to assist with analysis of text 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<ul style="list-style-type: none"> Analyze and evaluate nonfiction texts <ul style="list-style-type: none"> determine the significance and reliability of information focus on key words/phrases that signal that the text is heading in a particular direction 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Analyze and evaluate poetry to recognize the use and effect of <ul style="list-style-type: none"> rhythm, rhyme, and sound pattern repetition differences between language of the poem and everyday language of readers 	H										✓	✓		✓		
<ul style="list-style-type: none"> Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements 	H										✓			✓		
<ul style="list-style-type: none"> Analyze and evaluate fiction, including <ul style="list-style-type: none"> the development of a central idea or theme the development of characters and their actions the elements of the plot, such as conflict, climax, and resolution the significance of the title 	H										✓			✓		
<ul style="list-style-type: none"> Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective 	H										✓			✓		
<ul style="list-style-type: none"> Select, reject, and reconcile ideas and information in light of prior knowledge and experiences 	H										✓			✓		
Standard 4: Students will read, write, listen, and speak for social interaction.																
<ul style="list-style-type: none"> Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts 	L										✓			✓		
<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 	L										✓			✓		

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<ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication 	L											✓			✓		
Writing																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 9 students demonstrate as they learn to write include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
<ul style="list-style-type: none"> Use both primary and secondary sources of information for research 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Select and limit topics for informational writing, with assistance 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Analyze data and facts to communicate information 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Take notes from written and oral texts, such as lectures and interviews 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use a range of organizational strategies to present information 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Apply new information in different contexts and situations 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Define the meaning of and understand the consequences of plagiarism 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use paraphrase and quotation in order to communicate information most effectively 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<ul style="list-style-type: none"> Use charts, graphs, or diagrams to illustrate informational text 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
<ul style="list-style-type: none"> Write original literary texts <ul style="list-style-type: none"> use elements of literary 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 create a personal voice 	H										✓			✓			
<ul style="list-style-type: none"> Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> express judgments and support them through references to the text, using direct quotations and paraphrase explain how the author’s use of literary devices affects meaning engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights compare and contrast the treatment of literary elements in different genres and by more than one author 	H										✓			✓			

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• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts	H										✓			✓		
• Maintain a portfolio that includes literary, interpretive, and responsive writing	H										✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																
• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details	H	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
• Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences	H		✓									✓	✓	✓		
• Use strategies designed to influence or persuade in advertisements	H	✓	✓		✓		✓		✓		✓			✓		
• Maintain a writing portfolio that includes writing for critical analysis and evaluation	H										✓			✓		
Standard 4: Students will read, write, listen, and speak for social interaction.																
• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)	L											✓		✓		
• Respect the age, gender, and cultural traditions of the recipient	L											✓	✓	✓	✓	✓
• Write and share personal reactions to experiences, events, and observations, using a form of social communication	L											✓		✓		
• Identify and model the social communication techniques of published authors	L											✓		✓		

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<ul style="list-style-type: none"> Distinguish between the conventions of academic writing and the conventions of email 	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social interaction 	L											✓		✓		
Listening																
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 9 students demonstrate as they learn to listen include																
Standard 1: Students will read, write, listen, and speak for information and understanding.																
<ul style="list-style-type: none"> Interpret information from media presentations, such as news broadcasts and taped interviews 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Listen to and follow complex directions or instructions 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Identify the speaker's purpose and motive for communicating information 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Recognize appropriate voice and tone 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Students will read, write, listen, and speak for literary response and expression.																
<ul style="list-style-type: none"> Interpret and respond to texts and performances from a variety of genres, authors, and subjects 	M											✓	✓		✓	✓
<ul style="list-style-type: none"> Respond to authors' reading and discussing their works 	M											✓			✓	
<ul style="list-style-type: none"> Recognize features of literary genres in interpreting presentations of literary text 	M											✓			✓	
<ul style="list-style-type: none"> Recognize historical and contemporary social and cultural conditions in presentation of literary texts 	M											✓			✓	

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• Connect literary texts to prior knowledge, personal experience, and contemporary situations	M											✓			✓		
• Identify multiple levels of meaning in presentation of literary texts	M											✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• Recognize and acknowledge various perspectives on issues of local and national concern	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Determine points of view	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Evaluate the possible bias of the speaker, in order to judge the validity of the content	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Recognize the use of protocols and traditional practices in public speaking	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Students will read, write, listen, and speak for social interaction.																	
• Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers	L											✓			✓		
• Respect age, gender, social position, and cultural traditions of the speaker	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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• Listen for multiple levels of meaning, articulated and unspoken	L										✓			✓			
• Encourage the speaker with appropriate facial expressions and gestures	L										✓						
• Withhold judgment	L										✓			✓			
• Appreciate the speaker's uniqueness	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Speaking																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 9 students demonstrate as they learn to speak include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
• Prepare and give presentations on a range of informational topics	L	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		
• Use notes or speaking points to assist in delivery	L	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓			
• Express a point of view, providing supporting facts	L	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		
• Give directions and explain a process	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
• Express opinions and support them through references to the text - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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• Describe the features of the genre to interpret and respond to literary text	L											✓			✓		
• Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response	L											✓			✓		
• Use media to support presentation of original and interpretive texts	L											✓			✓	✓	
• Ask and respond to questions and follow-up questions to clarify interpretation - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles	L				✓		✓		✓			✓			✓		
• Articulate personal opinions to clarify stated positions	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Present content that is clearly organized and based on knowledge of audience needs and interests	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Present arguments from different perspectives	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Speak extemporaneously to clarify or elaborate	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respond to constructive criticism	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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• Use visuals and technology to enhance presentation	L	✓	✓		✓		✓		✓			✓	✓	✓	✓	✓	
• Ask and respond to questions to seek clarity	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Students will read, write, listen, and speak for social interaction.																	
• Speaking informally with familiar and unfamiliar people, individually and in group settings	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respect the age, gender, social position, and cultural traditions of the listener	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Provide feedback by asking questions designed to encourage further conversation	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respond to the listener's interests, needs, and reactions to social conversations	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Select language and behavior appropriate to the purpose, occasion, and listener	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Adopt the conventions of email to establish friendly tone in electronic-based social communication	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respond respectfully	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**New York
Career and Technical Education Matrix for English Language Arts**

The “✓” designations in the columns under each career pathway identify significant opportunities for academic standards-related instruction within the various career-technical programs. The absence of an “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction and teachers should make decisions based on their own instructional goals, best judgments and student interests.

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
		Food Products & Processing Systems	Agribusiness Systems	Power, Structural & Technical Systems	Environmental Service Systems	Plant Systems	Natural Resource Systems	Animal Systems	Design/ Pre-Construction	Construction	Maintenance/ Operations	Performing Arts	Visual Arts	Printing Technology	Journalism & Broadcasting	A/V Technology & Film	Telecommunications
Reading																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 10 students demonstrate as they learn to read include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
<ul style="list-style-type: none"> Locate and use school and public library resources for information and research <ul style="list-style-type: none"> set purpose for reading by asking questions about what they need to know for their research 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use specialized reference sources, such as glossaries, directories, and abstracts 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> use workplace documents 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> focus on key words/phrases to generate questions 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Identify and evaluate the reliability and validity of informational sources 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Recognize unstated assumptions 	H	✓	✓		✓	✓	✓	✓	✓			✓			✓		

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications				
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<ul style="list-style-type: none"> Distinguish verifiable statement from hypothesis 	H	✓	✓		✓	✓	✓	✓	✓					✓		
<ul style="list-style-type: none"> Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects <ul style="list-style-type: none"> employ a range of post-reading practices to think about new learning and plan further learning 	H	✓	✓		✓	✓	✓	✓	✓					✓		
Standard 2: Students will read, write, listen, and speak for literary response and expression.																
<ul style="list-style-type: none"> Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	H										✓	✓		✓		
<ul style="list-style-type: none"> Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives 	H										✓			✓		
<ul style="list-style-type: none"> Read literary criticism to increase comprehension and appreciation of literary texts, with assistance 	H										✓			✓		
<ul style="list-style-type: none"> Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience 	H										✓			✓		

New York English Language Arts Learning Standards/ Performance Indicators/ Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
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• Distinguish between 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	H											✓			✓		
• Compare a film, video, or stage version of a literary work with the written version	H											✓	✓		✓	✓	
• Read literary texts aloud to convey an interpretation of the work	H											✓			✓		
• Interpret literary texts on the basis of an understanding of the genre and the literary period	H											✓			✓		
• Interpret multiple levels of meaning and subtleties in text	H											✓			✓		
• Recognize relevance of literature to contemporary and/or personal events and situations	H											✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• Form opinions and make judgments about the validity of persuasive texts	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Generate a list of significant questions to assist with analysis of text	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Analyze and evaluate nonfiction texts, including - determine the writer’s perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications				
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<ul style="list-style-type: none"> Analyze and evaluate poetry in order to recognize the use and effect of <ul style="list-style-type: none"> sensory imagery figurative language verse form 	H										✓	✓		✓		
<ul style="list-style-type: none"> Evaluate poetry to recognize the use and effect of verse form 	H										✓			✓		
<ul style="list-style-type: none"> Analyze and evaluate fiction, including <ul style="list-style-type: none"> the background in which the text is written the effect created by the author's tone or mood 	H										✓			✓		
<ul style="list-style-type: none"> Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical 	H										✓			✓		
<ul style="list-style-type: none"> Select, reject, and reconcile ideas and information in light of beliefs 	H										✓			✓		
<ul style="list-style-type: none"> Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism 	H										✓			✓		
Standard 4: Students will read, write, listen, and speak for social interaction.																
<ul style="list-style-type: none"> Share reading experiences with a peer or adult; for example, read together silently or aloud, or discuss reactions to texts 	L										✓			✓		
<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 	L										✓			✓		
<ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication 	L										✓			✓		

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
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Writing																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 10 students demonstrate as they learn to write include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
• Use both primary and secondary sources of information for research	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Select and limit topics for informational writing	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Analyze data, facts, and ideas to communicate information	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Take notes and organize information from written and oral texts, such as lectures and interviews	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Define the meaning of and understand the consequences of plagiarism; investigate school policy	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use charts, graphs, and diagrams to support and illustrate informational texts	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Maintain a portfolio that includes informational writing	H	✓			✓		✓		✓			✓			✓		

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
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Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
<ul style="list-style-type: none"> Write original literary texts <ul style="list-style-type: none"> use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness create multiple levels of meaning, with assistance use language and sentence structure creatively to elicit the reader's emotional response 	H										✓			✓			
<ul style="list-style-type: none"> Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> express judgments and support them through references to the text, using direct quotations and paraphrase explain how the author's use of literary devices affects meaning examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances compare and contrast the treatment of literary elements in different genres and by more than one author engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights 	H										✓			✓			

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
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• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts	H											✓			✓		
• Maintain a portfolio that includes literary, interpretive, and responsive writing	H											✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• 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	H	✓	✓		✓		✓		✓			✓			✓		
• Develop critiques from more than one perspective, such as historical and cultural	H	✓	✓		✓		✓		✓			✓			✓		
• Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use strategies designed to influence or persuade in writing editorials	H	✓	✓		✓		✓		✓			✓			✓		
• Use telecommunication to participate in Listserv discussion groups	H											✓			✓		✓
• Maintain a writing portfolio that includes writing for critical analysis and evaluation	H	✓	✓		✓		✓		✓			✓			✓		
Standard 4: Students will read, write, listen, and speak for social interaction.																	
• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with writing partner(s)	L											✓			✓		
• Respect age, gender, and cultural traditions of the recipient	L											✓	✓	✓	✓	✓	✓

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<ul style="list-style-type: none"> Distinguish between the conventions of academic writing and the conventions of email and instant messaging 	L											✓			✓		
Listening																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 10 students demonstrate as they learn to listen include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
<ul style="list-style-type: none"> Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Anticipate the speaker's points and assess their validity, with assistance 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Determine the need for more information for clarification 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Synthesize information from different sources by combining or categorizing data and facts 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Recognize appropriate voice, tone, and diction 	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
<ul style="list-style-type: none"> Interpret and respond to texts from a variety of genres, authors, and subjects 	M											✓	✓		✓	✓	
<ul style="list-style-type: none"> Respond to authors' reading and discussing their works 	M											✓			✓		
<ul style="list-style-type: none"> Recognize features of literary genres in interpreting and responding to presentations of literary texts 	M											✓			✓		

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<ul style="list-style-type: none"> Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts 	M											✓			✓		
<ul style="list-style-type: none"> Identify how format and language are used in presentations to communicate the author's message 	M											✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
<ul style="list-style-type: none"> Recognize and acknowledge various perspectives on issues of world concern 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Determine points of view and clarify positions 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Recognize the use of protocols and traditional practices in debating and public speaking 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Students will read, write, listen, and speak for social interaction.																	
<ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers 	L											✓			✓		
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
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• Listen for multiple levels of meaning, articulated and unspoken	L											✓			✓		
• Encourage the speaker with appropriate facial expressions and gestures	L											✓			✓		
• Withhold judgment	L											✓			✓		
• Appreciate the speaker's uniqueness	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaking																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 10 students demonstrate as they learn to speak include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
• Prepare and give presentations to a variety of audiences on a range of informational topics	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	
• Express a point of view, providing supporting facts and details	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
• Anticipate and acknowledge the listener's points of view	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	
• Ask and respond to probing questions to acquire information	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
• Describe the features of the genre and the period to interpret and respond to texts	L											✓			✓		
• Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response	L											✓			✓		

New York English Language Arts Learning Standards/ Performance Indicators Grade 10	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
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Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Articulate personal opinions to clarify stated positions and persuade or influence groups	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Present reasons, examples, and details from sources cited to defend opinions and judgments	L	✓	✓		✓	✓	✓	✓	✓			✓		✓			
• Modify content on the basis of audience response during presentation	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
• Respond to constructive criticism	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
• Use visuals and technology to enhance presentation	L	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
• Ask and respond to questions to seek clarity or to suggest different perspectives	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Students will read, write, listen, and speak for social interaction.																	
• Speak informally with familiar and unfamiliar people, individually and in group settings	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respect the age, gender, social position, and cultural traditions of the listener	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use social communication in workplace settings to foster trust and build goodwill	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respond respectfully	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**New York
Career and Technical Education Matrix for English Language Arts**

The “✓” designations in the columns under each career pathway identify significant opportunities for academic standards-related instruction within the various career-technical programs. The absence of an “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction and teachers should make decisions based on their own instructional goals, best judgments and student interests.

New York English Language Arts Learning Standards/ Performance Indicators Grade 11	NY Regents Comprehensive English Exam	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
		Food Products & Processing Systems	Agribusiness Systems	Power, Structural & Technical Systems	Environmental Service Systems	Plant Systems	Natural Resource Systems	Animal Systems	Design/ Pre-Construction	Construction	Maintenance/ Operations	Performing Arts	Visual Arts	Printing Technology	Journalism & Broadcasting	A/V Technology & Film	Telecommunications
Reading																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 11 students demonstrate as they learn to read include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
• Locate and use school, public, and academic library resources for information and research	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Read and follow written directions and procedures to solve problems and accomplish tasks - use workplace documents and technical manuals	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Identify and evaluate the reliability and validity of informational sources	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Check the consistency of hypothesis with given information and assumption	H	✓	✓		✓	✓	✓	✓	✓					✓			
• Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large	H	✓	✓		✓	✓	✓	✓	✓				✓		✓	✓	

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Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
<ul style="list-style-type: none"> Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	H										✓			✓	✓		
<ul style="list-style-type: none"> Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives <ul style="list-style-type: none"> monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension 	H										✓			✓			
<ul style="list-style-type: none"> Read literary criticism to increase comprehension and appreciation of literary texts <ul style="list-style-type: none"> use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge 	H										✓			✓			
<ul style="list-style-type: none"> Compare a film, video, or stage version of a literary work with the written version 	H										✓			✓	✓		
<ul style="list-style-type: none"> Read literary texts aloud to convey an interpretation of the work 	H										✓			✓			

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<ul style="list-style-type: none"> Interpret multiple levels of meaning and subtleties in text <ul style="list-style-type: none"> engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning 	H											✓			✓	✓	
<ul style="list-style-type: none"> Recognize and analyze the relevance of literature to contemporary and/or personal events and situations 	H											✓			✓	✓	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
<ul style="list-style-type: none"> Form opinions and make judgments about the validity of interpretive texts 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Analyze and evaluate nonfiction <ul style="list-style-type: none"> identify text structure, using supports such as graphic organizers preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings identify the particular kinds of language used in particular texts 	H	✓	✓		✓	✓	✓	✓	✓			✓		✓			
<ul style="list-style-type: none"> Analyze and evaluate fiction, including the effect of diction and figurative language <ul style="list-style-type: none"> use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness 	H											✓		✓			
<ul style="list-style-type: none"> Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological 	H											✓		✓			

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<ul style="list-style-type: none"> Select, reject, and reconcile ideas and information in light of biases 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis 	H											✓			✓	
Standard 4: Students will read, write, listen, and speak for social interaction.																
<ul style="list-style-type: none"> Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts 	L											✓			✓	
<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 	L											✓			✓	
<ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication 	L											✓			✓	
Writing																
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 11 students demonstrate as they learn to write include																
Standard 1: Students will read, write, listen, and speak for information and understanding.																
<ul style="list-style-type: none"> Use both primary and secondary sources of information for research 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Analyze and integrate data, facts, and ideas to communicate information 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<ul style="list-style-type: none"> Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	H	✓			✓		✓		✓			✓			✓	
Standard 2: Students will read, write, listen, and speak for literary response and expression.																
<ul style="list-style-type: none"> Write original literary texts <ul style="list-style-type: none"> create social, historical, and/or cultural context create multiple levels of meaning 	H											✓			✓	
<ul style="list-style-type: none"> Write interpretive and responsive essays of approximately three to five pages to <ul style="list-style-type: none"> express judgments and support them through references to the text, using direct quotations and paraphrase explain how the author’s use of literary devices affects meaning examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and 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 engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights 	H											✓			✓	

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• Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts	H											✓			✓		
• Maintain a portfolio that includes literary, interpretive, and responsive writing	H											✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• Develop critiques from more than one perspective, such as historical, cultural, and social	H	✓	✓		✓		✓		✓			✓			✓		
• Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience	H	✓	✓		✓		✓		✓			✓			✓		
• Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements	H	✓	✓		✓		✓		✓			✓			✓		
• Use telecommunication to participate in Listserv discussion groups	H											✓			✓		✓
• Maintain a writing portfolio that includes writing for critical analysis and evaluation	H											✓			✓		
Standard 4: Students will read, write, listen, and speak for social interaction.																	
• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)	L											✓			✓		
• Respect age, gender, and cultural traditions of the recipient	L											✓			✓		

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Listening																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 11 students demonstrate as they learn to listen include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
• Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Anticipate the speaker’s points and assess their validity	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Recognize appropriate voice, tone, diction, and syntax	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
• Interpret and respond to texts from a variety of genres, authors, and subjects	M											✓			✓		
• Respond to authors’ reading and discussing their works	M											✓			✓		
• Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text	M											✓			✓		
• Identify how format and language are used in presentations to communicate the author’s message and evoke a response	M											✓			✓		
• Recognize how presentation style affects the emotional response of listeners	M											✓			✓		

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<ul style="list-style-type: none"> Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts 	M											✓			✓	✓	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
<ul style="list-style-type: none"> Determine points of view, clarify positions, make judgments, and form opinions 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Recognize the use of protocols and traditional practices in interviewing and other forms of speaking 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Evaluate the impact of the medium on the message 	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Students will read, write, listen, and speak for social interaction.																	
<ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends or acquaintances 	L											✓			✓		
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Listen for multiple levels of meaning, articulated and unspoken 	L											✓			✓		
<ul style="list-style-type: none"> Encourage the speaker with appropriate facial expressions and gestures 	L											✓			✓		
<ul style="list-style-type: none"> Withhold judgment 	L											✓			✓		
<ul style="list-style-type: none"> Appreciate the speaker's uniqueness 	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Speaking																	
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 11 students demonstrate as they learn to speak include																	
Standard 1: Students will read, write, listen, and speak for information and understanding.																	
• Prepare and give presentations to a variety of audiences on a range of informational topics	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
• Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
• Anticipate and respond to the listener’s points of view	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
• Give directions and explain complex processes	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Ask and respond to probing and challenging questions to acquire information	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
Standard 2: Students will read, write, listen, and speak for literary response and expression.																	
• Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response	L											✓			✓		
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.																	
• Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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• Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	
• Modify content and presentation strategies on the basis of audience response during presentation	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	
• Respond to constructive criticism	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	
• Use visuals and technology to enhance presentation	L	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
Standard 4: Students will read, write, listen, and speak for social interaction.																	
• Speak informally with familiar and unfamiliar people, individually and in group settings	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respect the age, gender, social position, and cultural traditions of the listener	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Use social communication in workplace settings to foster trust and build goodwill	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respond respectfully	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓