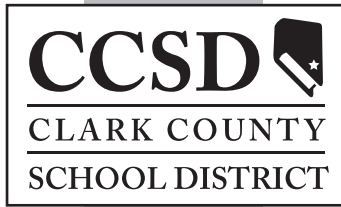


GUIDE FOR BENCHMARKS

ENGLISH LANGUAGE ARTS

GRADES 9-12





BOARD OF SCHOOL TRUSTEES

Mary Beth Scow, President, District A
Terri Janison, Vice President, District E
Carolyn Edwards, Clerk, District F
Shirley Barber, Member, District C
Ruth L. Johnson, Member, District B
Larry P. Mason, Member, District D
Sheila Moulton, Member, District G

ADMINISTRATION

Dr. Walt Rulfes, Superintendent of Schools
Dr. Lauren Kohut-Rost, Deputy Superintendent of Instruction

REGIONS

Mr. Robert F. Alfaro, East Region Superintendent
Mrs. Rebecca S. Kaatz, Assistant Region Superintendent
Dr. Eva White, Assistant Region Superintendent

Mrs. Marsha Irvin, Northeast Region Superintendent
Andre Klafter-Phillips, Assistant Region Superintendent
Mrs. Sheri L. Davies, Assistant Region Superintendent

Dr. Andre Denson, Southeast Region Superintendent
Mr. Pat Skorkowsky, Assistant Region Superintendent
Dr. Patrice Johnson, Assistant Region Superintendent

Mr. Richard Carranza, Northwest Region Superintendent
Mrs. Billie Rayford, Assistant Region Superintendent
Ms. Karen West, Assistant Region Superintendent

Dr. Jolene Wallace, Southwest Region Superintendent
Mrs. Anna Webb, Assistant Region Superintendent
Mr. Paul R. Garbiso, Assistant Region Superintendent

SUPERINTENDENT'S SCHOOLS

Dr. Karlene McCormick-Lee, Associate Superintendent

EDUCATION SERVICES DIVISION

Dr. Edward Goldman, Associate Superintendent

STUDENT SUPPORT SERVICES DIVISION

Ms. Charlene Green, Deputy Superintendent

CURRICULUM AND PROFESSIONAL DEVELOPMENT DIVISION

Mrs. Jhone Ebert, Assistant Superintendent

GUIDE for BENCHMARKS 9-12 ENGLISH LANGUAGE ARTS CLARK COUNTY SCHOOL DISTRICT

Introduction

The standards for learning for all Clark County School District high school students are outlined in the 9-12 curriculum guides (course syllabus). Each course syllabus serves as the basis for teacher planning of curriculum, instruction, and assessment in the ninth through twelfth grades. The CCSD Course Syllabi are aligned with the Nevada Content Standards and specify the learning outcomes expected at each grade level.

In addition to each course syllabus, two supporting documents are provided to assist teachers with the planning and implementation of the curriculum and address the goal of aligning the “written,” “taught,” and “assessed” curriculum. These documents are the *Power Standards*, and the *Guide for Benchmarks, 9-12 English Language Arts*.

The *Power Standards* were developed by Clark County School District and the Pulliam Group (June 2003). *The Power Standards* include highly focused, specific areas of instructional emphasis that are essential for student proficiency in grades K-12. These standards define the most essential learning experiences that students are held accountable for mastering to ensure success in the following grades.

The *Guide for Benchmarks*, formerly called the Benchmarks, is aligned with the *Power Standards*. This guide provides teachers with a clearly delineated, paced format that outline student proficiency expectations for specific skills and concepts during each nine-week period. Shaded boxes in each row indicate the end of the quarter (nine weeks) when students are expected to demonstrate proficiency for the designated standard. The arrows in the column following the skill or concept indicate the need of ongoing instructional review. It is acknowledged that with individual differences in student learning, some students will be ready to go beyond a particular benchmark, and others may be in need of additional instructional support or remediation. Finally, the *CCSD Course Syllabi* and the *Power Standards* are to be used with the *Guide for Benchmarks* in order to ensure prerequisite skills and concepts are taught and learned by students.

To assess student understanding of the *Power Standards*, the Clark County School District, in collaboration with ETS/Pulliam, developed *Interim Assessments* for language arts/reading. On-going daily, weekly, and periodic classroom assessment is a critical component for teachers to determine student mastery levels so student achievement can continue. These on-going assessments include, but are not limited to performance based assessments, progress monitoring assessments, anecdotal record keeping, end-of-unit tests, teacher observation, inventories, and use of writing rubrics.

The *Guide for Benchmarks* was developed by project facilitators and administrators from the Curriculum and Professional Development Division with significant input from teachers and principals representing high schools throughout the district. Additionally, staff from the ETS/Pulliam conducted a review and provided information for consideration by CCSD staff. Revisions of the *Guide for Benchmarks* and *Power Standards* will be ongoing, and suggestions from teachers and administrators are welcomed and encouraged.

GUIDE FOR BENCHMARKS

ENGLISH LANGUAGE ARTS

Grades 9 - 12




GRADE NINE - TWELVE ENGLISH LANGUAGE ARTS

| WORD ANALYSIS | | | | |
|---------------|-----------|--|-----------|-----------|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 1.12.4 | ← | Comprehend, build, and extend vocabulary using context clues and structural analysis; use resources to confirm meaning of unknown words. | | → |
| 1.12.5 | ← | Apply knowledge of content-specific vocabulary in text to build comprehension. | | → |

| READING STRATEGIES | | | | |
|--------------------|-----------|--|-----------|-----------|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 2.12.1 | ← | Select and use before-reading strategies appropriate to text and purpose. | | → |
| 2.12.2 | ← | Select and use during-reading strategies appropriate to text and purpose. | | → |
| 2.12.3 | ← | Select and use after-reading strategies appropriate to text and purpose; evaluate the effectiveness of reading strategies. | | → |

| LITERARY TEXT | | | | |
|---------------|--|-----------|-----------|-----------|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 3.12.1 | Analyze setting; analyze plot development; describe internal and external conflict; describe main plot and subplots; analyze how one event may cause another event; analyze an author's use of flashback; analyze an author's use of foreshadowing; make inferences and draw conclusions about setting and plot based on evidence. | → | → | → |


KEY  A shaded box indicates the 9-week period when students should be proficient in and accountable for the designated concept/skill. Concepts/skills may require more than one trimester of direct instruction for student mastery.

 An arrow indicates mastery of the skill/concept will be maintained through teacher review, guided, and independent practice.

© Clark County School District
Guide for Benchmarks

GRADE NINE - TWELVE ENGLISH LANGUAGE ARTS


| LITERARY TEXT (Continued) | | | | |
|---------------------------|---|--|--|---|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 3.12.2 | | Evaluate methods of characterization; describe the motivation for a character's actions; analyze an author's development of characters; make inferences and draw conclusions about A character(s) based on evidence. | → | → |
| 3.12.3 | Analyze a theme; explain a lesson learned based on events and/or a character's actions. | → | → | → |
| 3.12.4 | | Evaluate the effect of an author's use of first-person point of view, third-person limited point of view, and third-person omniscient point of view. | → | → |
| 3.12.5 | | | Evaluate the use and purpose of imagery, figurative language, and sound devices. | → |
| 3.12.6 | | Evaluate the use of stylistic devices to create tone and mood; explain the use of irony. | → | → |
| 3.12.7 | | | | Analyze the influence of historical events and culture on authors' works. |
| 3.12.8 | Make and revise predictions based on evidence. | → | → | → |
| 3.12.A1 | Analyze an authors' use and purpose of symbolism. | → | → | → |

KEY  A shaded box indicates the 9-week period when students should be proficient in and accountable for the designated concept/skill. Concepts/skills may require more than one trimester of direct instruction for student mastery.

 An arrow indicates mastery of the skill/concept will be maintained through teacher review, guided, and independent practice.

GRADE NINE - TWELVE ENGLISH LANGUAGE ARTS

| EXPOSITORY TEXT | | | | |
|-----------------|---|---|-----------|--|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 4.12.1 | Identify and explain the use of text features to comprehend, interpret, and evaluate information for specific purposes. | → | → | → |
| 4.12.2 | | Explain words and phrases that reveal an author's tone. | → | → |
| | | Analyze the use of figurative language and analogies; explain how language is used for the purpose of persuasion and propaganda; evaluate effects of persuasive and/or propaganda techniques. | | → |
| 4.12.3 | Describe a main idea based on evidence; analyze a theme based on evidence; evaluate the impact of sequential and/or chronological order; compare and contrast events; evaluate a cause and its effect on events and/or relationships; evaluate a problem and its solution; evaluate the development of an author's argument, viewpoint, and/or perspective. | → | → | → |
| 4.12.4 | | | | Make inferences about an author's culture and historical viewpoints; evaluate the influence of historical events and culture on an author's works. |


KEY  A shaded box indicates the 9-week period when students should be proficient in and accountable for the designated concept/skill. Concepts/skills may require more than one trimester of direct instruction for student mastery.

→ An arrow indicates mastery of the skill/concept will be maintained through teacher review, guided, and independent practice.

GRADE NINE - TWELVE ENGLISH LANGUAGE ARTS

| EXPOSITORY TEXT (Continued) | | | | |
|-----------------------------|---|--|-----------|-----------|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 4.12.5 | Use information to answer specific questions. | → | → | → |
| 4.12.6 | Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; predict events and/or relationships if sequence or chronological order is altered. | → | → | → |
| | | Evaluate an author's use of facts and/or opinions. | → | → |

| EFFECTIVE WRITING | | | | |
|-------------------|-----------|--|-----------|-----------|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 5.12.1 | ← | Use prewriting strategies to plan written work. | | → |
| 5.12.2 | ← | Draft multiple-paragraph papers that address audience and purpose; include an introduction, supporting details, transitions, and a conclusion. | | → |
| 5.12.3 | ← | Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice; combine sentences to improve sentence fluency. | | → |
| 5.12.4 | ← | Edit for correct use of mechanics: internal and external punctuation, capitalization, and spelling. | | → |
| 5.12.5 | ← | Edit for correct word usage: nouns, pronouns, pronoun case, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases. | | → |
| 5.12.6 | ← | Edit for use of correct sentence structure; edit sentences for elimination of fragments and run-ons. | | → |
| 5.12.7 | ← | Select a publishing format appropriate to audience and purpose; prepare a legible final draft. | | → |


KEY  A shaded box indicates the 9-week period when students should be proficient in and accountable for the designated concept/skill. Concepts/skills may require more than one trimester of direct instruction for student mastery.


 An arrow indicates mastery of the skill/concept will be maintained through teacher review, guided, and independent practice.

© Clark County School District
 Guide for Benchmarks

GRADE NINE - TWELVE ENGLISH LANGUAGE ARTS

| TYPES OF WRITING | | | | |
|------------------|---|--|--|---|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 6.12.1 | | Write expository essays and compositions appropriate to audience and purpose; use various organizational structures and stylistic devices. | → | → |
| 6.12.2 | Write narrative/descriptive compositions appropriate to audience and purpose. | → | → | → |
| 6.12.4 | | | Write literary analyses; summarize literary information. | → |
| 6.12.5 | | Write analyses of expository text. | → | → |
| 6.12.6 | | | Write persuasive essays and compositions appropriate to audience and purpose. | → |
| 6.12.7 | | | | Write a variety of communications in appropriate formats. |
| 6.12.9 | | | Evaluate credibility of resources; write research papers by analyzing information from primary and secondary sources, paraphrasing and summarizing information, and citing sources using a specified style manual. | → |
| 6.12.A1 | | Summarize expository information. | → | → |


KEY  A shaded box indicates the 9-week period when students should be proficient in and accountable for the designated concept/skill. Concepts/skills may require more than one trimester of direct instruction for student mastery.

 An arrow indicates mastery of the skill/concept will be maintained through teacher review, guided, and independent practice.

GRADE NINE - TWELVE ENGLISH LANGUAGE ARTS

| LISTENING | | | | |
|-----------|-----------|-----------|---|---|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 7.12.5 | | | Listen to, provide, and evaluate constructive feedback. | → |
| | | | | Solve problems by identifying, synthesizing, and evaluating data. |

| SPEAKING | | | | |
|----------|-----------|-----------|--|-----------|
| NS | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| 8.12.3 | | | Use public speaking techniques to deliver presentations. | → |

KEY  A shaded box indicates the 9-week period when students should be proficient in and accountable for the designated concept/skill. Concepts/skills may require more than one trimester of direct instruction for student mastery.

→ An arrow indicates mastery of the skill/concept will be maintained through teacher review, guided, and independent practice.