# Next Generation Sunshine State Standards

## Language Arts

## 11-12

Found 19standards.

**Reading Process**

**Fluency:** The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. (LA.1112.1.5)

The student will:

Benchmark: 1. adjust reading rate based on purpose, text difficulty, form, and style. (LA.1112.1.5.1)

**Vocabulary Development:** The student uses multiple strategies to develop grade appropriate vocabulary. (LA.1112.1.6)

The student will:

Benchmark: 1. use new vocabulary that is introduced and taught directly; (LA.1112.1.6.1)

Benchmark: 2. listen to, read, and discuss familiar and conceptually challenging text; (LA.1112.1.6.2)

Benchmark: 3. use context clues to determine meanings of unfamiliar words; (LA.1112.1.6.3)

Benchmark: 4. categorize key vocabulary and identify salient features; (LA.1112.1.6.4)

Benchmark: 5. relate new vocabulary to familiar words; (LA.1112.1.6.5)

Benchmark: 6. distinguish denotative and connotative meanings of words; (LA.1112.1.6.6)

Benchmark: 7. identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; (LA.1112.1.6.7)

Benchmark: 8. identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic); (LA.1112.1.6.8)

Benchmark: 9. identify advanced word/phrase relationships and their meanings; (LA.1112.1.6.9)

Benchmark: 10. determine the correct meaning of words with multiple meanings in context; and (LA.1112.1.6.10)

Benchmark: 11. determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools. (LA.1112.1.6.11)

**Reading Comprehension:** The student uses a variety of strategies to comprehend grade level text. (LA.1112.1.7)

The student will:

Benchmark: 1. use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; (LA.1112.1.7.1)

Benchmark: 2. analyze the author (LA.1112.1.7.2)

Benchmark: 3. determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; (LA.1112.1.7.3)

Benchmark: 4. identify cause-and-effect relationships in text; (LA.1112.1.7.4)

Benchmark: 5. analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; (LA.1112.1.7.5)

Benchmark: 6. analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections; (LA.1112.1.7.6)

Benchmark: 7. compare and contrast elements in multiple texts (e.g., setting, characters, problems); and (LA.1112.1.7.7)

Benchmark: 8. use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. (LA.1112.1.7.8)

**Literary Analysis**

**Fiction:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1112.2.1)

The student will:

Benchmark: 1. read, analyze, and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; (LA.1112.2.1.1)

Benchmark: 2. read, analyze, and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict); (LA.1112.2.1.2)

Benchmark: 3. analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities; (LA.1112.2.1.3)

Benchmark: 4. analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme; (LA.1112.2.1.4)

Benchmark: 5. analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial; (LA.1112.2.1.5)

Benchmark: 6. create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author (LA.1112.2.1.6)

Benchmark: 7. analyze, interpret, and evaluate an author (LA.1112.2.1.7)

Benchmark: 8. explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; (LA.1112.2.1.8)

Benchmark: 9. describe changes in the English language over time, and support these descriptions with examples from literary texts; and (LA.1112.2.1.9)

Benchmark: 10. select a variety of age- and ability-appropriate fiction materials to read based on knowledge of authors (LA.1112.2.1.10)

**Nonfiction:** The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented. (LA.1112.2.2)

The student will:

Benchmark: 1. analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); (LA.1112.2.2.1)

Benchmark: 2. use information from the text to answer questions or to state the main idea or provide relevant details; (LA.1112.2.2.2)

Benchmark: 3. organize the information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining); (LA.1112.2.2.3)

Benchmark: 4. identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and (LA.1112.2.2.4)

Benchmark: 5. select a variety of age- and ability-appropriate non-fiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. (LA.1112.2.2.5)

**Writing Process**

**Pre-Writing:** The student will use prewriting strategies to generate ideas and formulate a plan. (LA.1112.3.1)

The student will prewrite by:

Benchmark: 1. generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; (LA.1112.3.1.1)

Benchmark: 2. making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and (LA.1112.3.1.2)

Benchmark: 3. using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style. (LA.1112.3.1.3)

**Drafting:** The student will write a draft appropriate to the topic, audience, and purpose. (LA.1112.3.2)

The student will draft writing by:

Benchmark: 1. developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience; (LA.1112.3.2.1)

Benchmark: 2. establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and (LA.1112.3.2.2)

Benchmark: 3. analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression. (LA.1112.3.2.3)

**Revising:** The student will revise and refine the draft for clarity and effectiveness. (LA.1112.3.3)

The student will revise by:

Benchmark: 1. evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; (LA.1112.3.3.1)

Benchmark: 2. creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; (LA.1112.3.3.2)

Benchmark: 3. creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and (LA.1112.3.3.3)

Benchmark: 4. applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). (LA.1112.3.3.4)

**Editing for Language Conventions:** The student will edit and correct the draft for standard language conventions. (LA.1112.3.4)

The student edits writing for grammar and language conventions, including the correct use of:

Benchmark: 1. spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant); (LA.1112.3.4.1)

Benchmark: 2. punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics; (LA.1112.3.4.2)

Benchmark: 3. grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs; and unintended shift in person or tense; and (LA.1112.3.4.3)

Benchmark: 4. varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments. (LA.1112.3.4.4)

**Publishing:** The student will write a final product for the intended audience. (LA.1112.3.5)

The student will:

Benchmark: 1. prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); (LA.1112.3.5.1)

Benchmark: 2. include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and (LA.1112.3.5.2)

Benchmark: 3. sharing with others, or submitting for publication. (LA.1112.3.5.3)

**Writing Applications**

**Creative:** The student develops and demonstrates creative writing. (LA.1112.4.1)

The student will write in a variety of expressive and reflective forms with:

Benchmark: 1. an engaging plot that use a range of appropriate strategies and specific narrative techniques (e.g., dialogue, internal monologue, point of view), employ literary devices (e.g., irony, conceit, imagery, flashback, foreshadowing, symbolism, allusion), and sensory description; and (LA.1112.4.1.1)

Benchmark: 2. figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format. (LA.1112.4.1.2)

**Informative:** The student develops and demonstrates expository writing that provides information related to real-world tasks. (LA.1112.4.2)

The student will:

Benchmark: 1. write in a variety of technical/informational forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions); (LA.1112.4.2.1)

Benchmark: 2. record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information; (LA.1112.4.2.2)

Benchmark: 3. write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs; (LA.1112.4.2.3)

Benchmark: 4. write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email); (LA.1112.4.2.4)

Benchmark: 5. write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and (LA.1112.4.2.5)

Benchmark: 6. write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation). (LA.1112.4.2.6)

**Persuasive:** The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. (LA.1112.4.3)

The student will write persuasive compositions (e.g., speech, editorial, letter to the editor, public service announcement) that:

Benchmark: 1. write essays that state a position or viewpoint; present detailed evidence, examples, and reasoning to support effective logical and emotional appeals; and/or appropriately acknowledge and refute opposing arguments; and (LA.1112.4.3.1)

Benchmark: 2. include persuasive techniques (e.g., logical reasoning, emotional appeal, use of facts and statistics, appeal to authority, reasonable voice ) and avoid logical fallacies (e.g., glittering generalities, card stacking, bandwagon, ad hominem, begging the question). (LA.1112.4.3.2)

Benchmark: 3. attribute sources of information when appropriate. (LA.1112.4.3.3)

**Communication**

**Penmanship:** The student engages in the writing process and writes to communicate ideas and experiences. (LA.1112.5.1)

The student will:

Benchmark: 1. use fluent and legible handwriting skills. (LA.1112.5.1.1)

**Listening and Speaking:** The student effectively applies listening and speaking strategies. (LA.1112.5.2)

The student will:

Benchmark: 1. demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations; (LA.1112.5.2.1)

Benchmark: 2. apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria; (LA.1112.5.2.2)

Benchmark: 3. use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one (LA.1112.5.2.3)

Benchmark: 4. use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and (LA.1112.5.2.4)

Benchmark: 5. research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes. (LA.1112.5.2.5)

**Information and Media Literacy**

**Informational Text:** The student comprehends the wide array of informational text that is part of our day to day experiences. (LA.1112.6.1)

The student will:

Benchmark: 1. analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; (LA.1112.6.1.1)

Benchmark: 2. explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader (LA.1112.6.1.2)

Benchmark: 3. use the knowledge to create workplace, consumer, or technical documents. (LA.1112.6.1.3)

**Research Process:** The student uses a systematic process for the collection, processing, and presentation of information. (LA.1112.6.2)

The student will:

Benchmark: 1. select a topic and develop a comprehensive but flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; (LA.1112.6.2.1)

Benchmark: 2. organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations; (LA.1112.6.2.2)

Benchmark: 3. write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and (LA.1112.6.2.3)

Benchmark: 4. understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. (LA.1112.6.2.4)

**Media Literacy:** The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. (LA.1112.6.3)

The student will:

Benchmark: 1. distinguish between propaganda and ethical reasoning strategies in print and nonprint media; (LA.1112.6.3.1)

Benchmark: 2. ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and (LA.1112.6.3.2)

Benchmark: 3. demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation. (LA.1112.6.3.3)

**Technology:** The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. (LA.1112.6.4)

The student will:

Benchmark: 1. select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and (LA.1112.6.4.1)

Benchmark: 2. routinely use digital tools for publication, communication and productivity. (LA.1112.6.4.2)