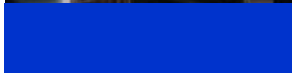
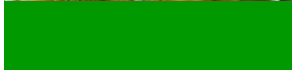




*Oklahoma State Department of Education*



*Sandy Garrett, State Superintendent*



The Parent's Guide to  
**HIGH SCHOOL  
LANGUAGE ARTS  
STANDARDS**

*Priority  
Academic Student Skills  
(PASS)*

<http://www.sde.state.ok.us>

(405) 521-3361



**A Message from**  
*Sandy Garrett*  
*State Superintendent*

As Oklahoma's elected education leader and advocate for children, I am committed to ensuring that all students in our state have the essential skills needed for a high quality life.

Oklahoma's *Priority Academic Student Skills (PASS)* serve as a set of specific school standards covering all areas of a

student's academic growth: English language arts, mathematics, science, social studies, the arts, and world languages. Oklahoma's *PASS* documents were developed by and for educators. These detailed sets of standards guide teachers and school leaders as they plan curriculum, instruction, and assessment for your student. The complete *PASS* documents are available on the Oklahoma State Department of Education Web site <[www.sde.state.ok.us](http://www.sde.state.ok.us)>.

Your student's school needs you as a partner in building these essential skills. To help you, we have created parent guides, which summarize Oklahoma's *PASS*, explaining essential skills and concepts your student will learn at each grade level. We encourage you to use these guides as a reference in conversations with your student's teachers and principals. We also encourage you to use the guides to talk with your children every day about what they are learning in school.



All the Best!

*Sandy Garrett*



# NINTH GRADE LANGUAGE ARTS

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## OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Language arts is the form of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

## READING/LITERATURE

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**Freshmen high school students will apply a wide range of strategies to understand, interpret, evaluate, appreciate, and respond to a variety of written works.**

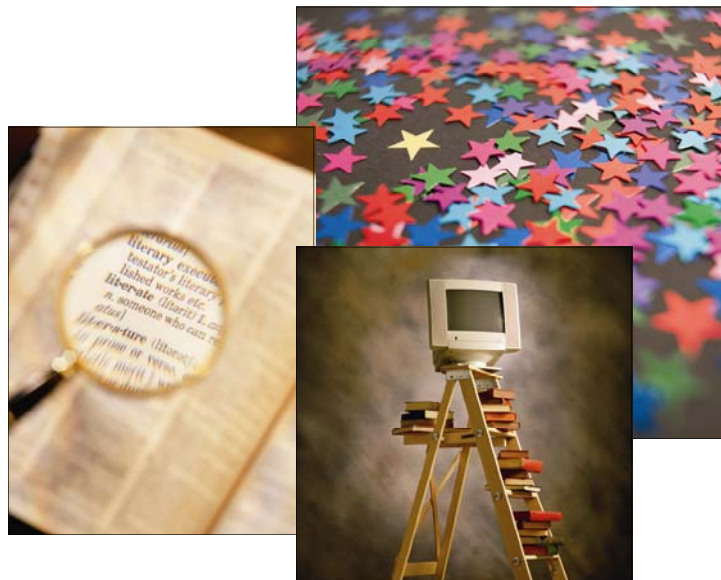
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As the year progresses, a ninth grader will:

- ◆ Apply knowledge of roots, prefixes, and suffixes to determine word meanings.
- ◆ Identify word meanings that are either literal or implied.
- ◆ Examine the structure of workplace documents.
- ◆ Use study strategies such as skimming and scanning, note taking, outlining, and answering study guide questions.
- ◆ Recognize that a reader's personal experiences and values, age, gender, class, or nationality will influence responses to reading.
- ◆ Summarize and paraphrase complex informational text.

## NINTH GRADE LANGUAGE ARTS

- ◆ Recognize deceptive and/or faulty arguments in persuasive text.
- ◆ Analyze special forms of literature including tragedy, sonnet, epic poetry, and lyric poetry.
- ◆ Recognize and understand the functions of allegory (the use of fictional figures and actions to express truths about human experiences) and symbolism (the use of an object, person, place, or time to represent an idea or theme in literature).
- ◆ Explain literary terms including *protagonist* and *antagonist*.
- ◆ Develop strategies to identify and interpret figurative language.
- ◆ Compare literary works that have the same universal characters (heroes, pranksters), settings (paradise, nature), and themes (sacrifice, quest for knowledge).
- ◆ Organize information and use it to make charts, graphs, drawings, data tables, and other formats.



## NINTH GRADE LANGUAGE ARTS

### WRITING

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**Ninth Graders should have many opportunities to discuss writing with other writers, write coherent and focused essays that show a well-defined point of view and tightly reasoned argument, and use the stages of the writing process to work independently and in self-directed teams to edit and revise.**

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High School Freshmen develop writing skills by:

- ◆ Using the writing process to produce multiple drafts and refine compositions, both alone and in groups.
- ◆ Evaluate their own writing and the writing of others, providing constructive feedback.
- ◆ Write biographical and autobiographical narratives (stories) that incorporate changes in time and mood.
- ◆ Write analytic essays and research reports that include a thesis (position on the topic).



## NINTH GRADE LANGUAGE ARTS

- ◆ Write persuasive compositions that use specific communication devices, such as appeal to logic, appeal to emotion or ethics, case study, or personal anecdote.
- ◆ Write documents related to career development, including business letters, and memoranda.
- ◆ Write documented papers that use a parenthetical referencing method, such as Modern Language Association (MLA).
- ◆ Use correct Standard English in writing and speaking.
- ◆ Revise sentences to correct misplaced words and phrases.

## LISTENING/SPEAKING

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**Ninth Graders will demonstrate thinking skills in listening and speaking.**

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Freshmen should be able to:

- ◆ Listen and respond appropriately to the presentations and comments of others.
- ◆ Use feedback of others to improve their own presentations.
- ◆ Know the difference between formal and informal language and when each is appropriate to use.
- ◆ Learn the importance of verbal and nonverbal strategies of communication, including tone of voice, eye contact, and posture.

# TENTH GRADE LANGUAGE ARTS

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## OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Language arts is the form of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

## READING/LITERATURE

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**Sophomores in high school will continue to apply a wide range of strategies to understand, interpret, evaluate, appreciate, and respond to a variety of written works.**

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As the year progresses, a tenth grader will:

- ◆ Research word origins from Greek, Latin, Anglo-Saxon, and other languages to determine word meanings.
- ◆ Compare denotative (literal) and connotative (implied) meanings of words.
- ◆ Infer conclusions and make generalizations from texts that may be applied to their personal experiences and conditions in the world.
- ◆ Analyze historically and culturally significant works of British, American, or world literature.
- ◆ Analyze special forms of literature, including satire and editorials.

## TENTH GRADE LANGUAGE ARTS

- ◆ Describe how authors convey tone and mood in literary works.
- ◆ Combine information from several research sources to make generalizations that go beyond the conclusions in each individual study.
- ◆ Explain how characters reveal traits through narration, dialogue, and soliloquy (a character thinks out loud while alone).
- ◆ Evaluate the use of literary techniques including imagery, irony, complex symbolism (the use of an object, person, place, time, or unique situation to represent an idea or theme), foreshadowing, and flashbacks.
- ◆ Expand their range of research resources, which may include news broadcasts, field studies, speeches, journals, and technical documents.



# WRITING

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**Tenth Graders will continue to have many opportunities to discuss writing with other writers, to write coherent and focused essays that show a well-defined point of view and tightly reasoned argument, to use the stages of the writing process, and to work independently and in self-directed teams to edit and revise.**

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Sophomores practice by:

- ◆ Using the writing process to craft and refine compositions to suit the occasion and the audience.
- ◆ Producing compositions of 750 to 1000 words.
- ◆ Writing biographical or autobiographical narratives (stories) that define the main character's influence on a time, place, or other person.

## TENTH GRADE LANGUAGE ARTS



- ◆ Composing reflective papers that express insight into a situation or particular condition.
- ◆ Writing responses to literature that demonstrate understanding of the author's style.
- ◆ Continuing to document research projects using a standard parenthetical referencing system, such as Modern Language Association style.
- ◆ Continuing to use correct Standard English in writing and speaking.
- ◆ Revising sentences to use passive and active voice correctly.
- ◆ Writing expository compositions (writing that explains) and analyses that include information on various relevant points-of-view.
- ◆ Writing persuasive compositions that incorporate expert opinions, quotations, expressions of commonly accepted beliefs, and logic.

## TENTH GRADE LANGUAGE ARTS



### LISTENING/SPEAKING

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**Tenth Graders will continue to demonstrate thinking skills in listening and speaking.**

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High School Sophomores should be able to:

- ◆ Engage in listening for a wide range of purposes, including critique, appreciation, reflections, and to evaluate a message.
- ◆ Continue to practice formal oral presentations to develop poise and control.
- ◆ Give thoughtful responses and ask insightful questions in group discussion.



# ELEVENTH GRADE LANGUAGE ARTS

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## OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Language arts is the form of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

## READING/LITERATURE

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**Juniors will continue to apply a wide range of strategies to understand, interpret, evaluate, appreciate, and respond to a variety of written works.**

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Juniors should practice:

- ◆ Reading and responding to historically or culturally significant works of British, American, or world literature.
- ◆ Analyzing the meaning of analogies encountered, looking for specific comparisons as well as relationships and inferences.
- ◆ Relying on context to determine meanings of words and phrases such as figurative language, connotations, and denotations of words, analogies, idioms, and technical vocabulary.
- ◆ Using study strategies such as note taking, outlining, and using study guide questions.

## ELEVENTH GRADE LANGUAGE ARTS

- ◆ Constructing images such as graphic organizers based on text.
- ◆ Investigating influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
- ◆ Using elements of the text to defend and clarify interpretations about the author's arguments.
- ◆ Determining the main idea, locate and interpret minor subtly stated details in complex passages.
- ◆ Analyzing the characteristics of allegory and ballad.
- ◆ Analyzing characters' traits by what the characters say about themselves in narration, dialogue, and when speaking aloud to themselves.
- ◆ Evaluating the significance of imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of an object, person, place, time, or unique situation to represent an idea or theme).



## ELEVENTH GRADE LANGUAGE ARTS



- ◆ Identifying and explaining analogy, hyperbole, metaphor, personification, and simile.
- ◆ Identifying and explaining alliteration and rhyme.
- ◆ Analyzing and evaluating literature from various cultures to broaden cultural awareness.
- ◆ Skimming text for overall impression and scanning text for particular information.
- ◆ Summarizing, paraphrasing, and/or quoting relevant information.
- ◆ Determining the author's viewpoint to evaluate source credibility and reliability.

## ELEVENTH GRADE LANGUAGE ARTS



### WRITING

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**Eleventh Graders will continue to have many opportunities to discuss writing with other writers, to write coherent and focused essays that show a well-defined point of view and tightly reasoned argument, to use the stages of the writing process, and to work independently and in self-directed teams to edit and revise.**

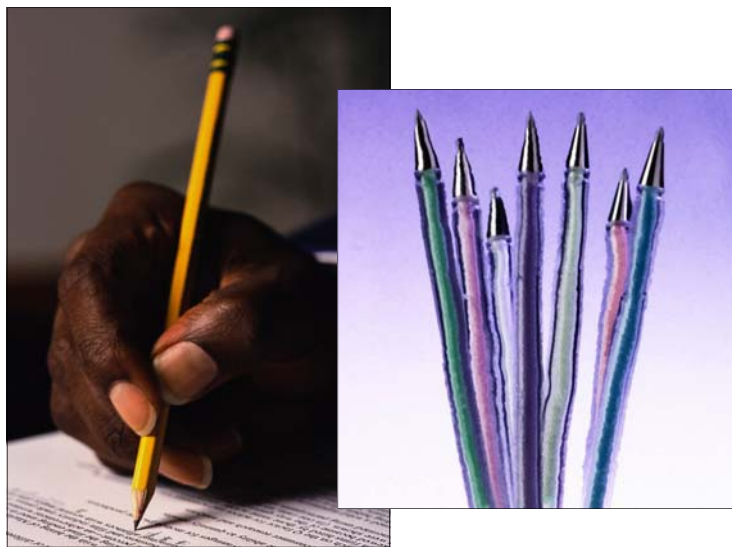
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As the year progresses, Juniors will:

- ◆ Write compositions of at least 1,500 words.
- ◆ Organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
- ◆ Edit for specific purposes checking for standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
- ◆ Use language in creative and vivid ways to establish a specific tone.
- ◆ Write fictional, biographical or autobiographical narratives (stories) that describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character.
- ◆ Write job applications and resumes that address the intended audience appropriately, and follow the conventional style for that type of document.

## ELEVENTH GRADE LANGUAGE ARTS

- ◆ Write historical investigations that include a formal bibliography.
- ◆ Write reflective, persuasive, and argumentative compositions that draw comparisons between specific incidents and broader themes.
- ◆ Write responses to literature that demonstrate an understanding of author's style and an appreciation of the effects created.
- ◆ Write for different purposes and to a specific audience adjusting tone and style in order to make writing interesting.
- ◆ Write documented papers that use a parenthetical referencing method, such as Modern Language Association (MLA).
- ◆ Distinguish between active and passive voice.
- ◆ Demonstrate correct use of capitals, and correct formation of plurals.
- ◆ Use parallel structure.
- ◆ Correct run-on sentences and fragments.



## ELEVENTH GRADE LANGUAGE ARTS

### LISTENING/SPEAKING

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**Eleventh Graders will continue to demonstrate thinking skills in listening and speaking.**

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Juniors should be able to:

- ◆ Listen to a speaker critically, empathetically, appreciatively, and reflectively.
- ◆ Ask clear questions for a variety of purposes, and respond appropriately to the questions of others.
- ◆ Use logical, ethical, and emotional appeals that support a specific tone and purpose.
- ◆ Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture and eye contact, as well as poise, and control while presenting.



# TWELFTH GRADE LANGUAGE ARTS

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## OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

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## READING/LITERATURE

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**Seniors will continue to apply a wide range of strategies to understand, interpret, evaluate, appreciate, and respond to a variety of written works.**

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Seniors should practice:

- ◆ Researching unfamiliar words based on characters, themes, or historical events.
- ◆ Describing the development of plot and identifying conflicts and how they are addressed and resolved.
- ◆ Comparing and contrasting elements of text such as themes, conflicts, and allusions both within texts and across texts.
- ◆ Analyzing the way authors use archetypes (universal patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
- ◆ Analyzing literary language, including its use of evocative words, rhythms, and rhymes.

## TWELTH GRADE LANGUAGE ARTS



- ◆ Developing presentations by using clear research questions and creative and critical research strategies.
- ◆ Analyzing the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.
- ◆ Using organizational strategies to help understand increasingly difficult material.

## WRITING

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**Twelfth Graders will continue to have many opportunities to discuss writing with other writers, to write coherent and focused essays that show a well-defined point of view and tightly reasoned argument, to use the stages of the writing process, and to work independently as well as in self-directed teams to edit and revise.**

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As the year progresses, Seniors will:

- ◆ Refine selected pieces frequently to publish for general and specific audiences.
- ◆ Write historical investigations that use exposition, narration, description, argumentation, or some combination of strategies to support the main argument.
- ◆ When writing, include information from all relevant perspectives and take into consideration the validity and reliability of sources.

## TWELTH GRADE LANGUAGE ARTS

- ◆ Write reflective, persuasive, and argumentative compositions.
- ◆ Write responses to literature that demonstrate an understanding of the significant ideas in works or passages.
- ◆ Use correct forms of comparative and superlative adjectives.
- ◆ Correct dangling and misplaced modifiers.

## LISTENING/SPEAKING

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**Twelfth Graders will continue to demonstrate thinking skills in listening and speaking.**

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Seniors need practice:

- ◆ Using effective strategies that prepare for listening, identify the types of listening, and adopt appropriate strategies.
- ◆ Evaluating when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.



# HELPFUL NUMBERS

## **Curriculum**

Assistant State Superintendent, (405) 521-4514

Team Leader, (405) 522-3521

Director, Arts in Education, (405) 521-3034

Director, Reading and Literacy, (405) 521-2537

Director, Language Arts, (405) 522-3522

Director, World Languages, (405) 521-3035

Director, Mathematics, (405) 522-3525

Director, Social Studies, (405) 522-3523

Director, Science, (405) 522-3524



OKLAHOMA STATE DEPARTMENT OF EDUCATION

**SANDY GARRETT**  
STATE SUPERINTENDENT  
OF PUBLIC INSTRUCTION

