

READING THE HIGH SCHOOL ELA STANDARDS

Format

- All high school ELA standards are organized within the following strands:
 - Reading and Literature
 - Reading Across the Curriculum
 - Writing
 - Conventions
 - Listening, Speaking, and Viewing
- The standards within each of these strands are identified by ELA numbers; ELA9RL1, for example, is read as English Language Arts, 9th grade, Reading and Literature Standard 1.
- Some standards have divisions called critical components. Each critical component is listed under the relevant standard. For example, ELA9RL1, which focuses on comprehension, includes one critical component for each of four genres of literature: fiction, nonfiction and informational materials, poetry, and dramatic literature.
- The measurable performance criteria for each critical component (the elements) are delineated under that critical component by lower case letters.
- If a standard does not have critical components, the measurable performance criteria (the elements) are delineated under the standard by lower case letters.

Literature Modules

- ELA Reading and Literature standards are represented in five modules:
 - 9th Grade Reading and Literature
 - 10th Grade Reading and Literature
 - American Literature
 - British and Commonwealth Literature
 - World Literature
- 9th Grade Reading and Literature is always paired with 9th Grade Writing, Conventions, and Listening, Speaking, and Viewing standards.
- The American Literature, British and Commonwealth Literature, or World Literature module may be selected in place of the 10th Grade Reading and Literature module and joined with the 10th Grade Writing, Conventions, and Listening, Speaking, and Viewing standards to form the GPS for 10th grade.
- The American Literature module is required, but it may be paired with the 10th, 11th, or 12th Grade Writing, Conventions, and Listening, Speaking, and Viewing standards.
- The American Literature, British and Commonwealth Literature, or World Literature module may be paired with either the 11th or the 12th Grade Writing, Conventions, and Listening, Speaking, and Viewing standards to form the GPS for those grades.
- Because the Reading and Literature modules, with the exception of 9th and 10th grades, are not organized sequentially, the performance standards for these modules are not intended to be viewed as sequentially organized. The complexity and sophistication of these curricula will be determined by the Writing, Conventions, and Listening, Speaking, and Viewing standards, as well as by the selection of literary and nonliterary texts for particular grades.

Applying the Standards

- Reading and Literature, Reading Across the Curriculum, Writing, Conventions, and Listening, Speaking, and Viewing standards are not addressed in isolation.
- The standards and performance criteria within and across the various strands are interrelated, and individual units of instruction will incorporate standards and performance criteria from multiple areas: Reading and Literature, Reading Across the Curriculum, Writing, Conventions, and Listening, Speaking, and Viewing.
- Performance criteria that have been introduced in earlier grades/courses may not require additional instruction when evidence of learning can be generated through informal or formal assessments.

Sample Tasks

- Sample tasks are designed to provide teachers with ideas for activities, lessons, or assessments that can be incorporated into units of instruction designed to meet the learning goals specified in the performance standards.
- Teachers are not expected to utilize every sample task.
- Teachers are free to design alternate tasks or to modify the suggested tasks.

Reading Across the Curriculum

- The standards in the Reading Across the Curriculum strand are shared standards and appear in all the academic disciplines.
- All books, including textbooks, books read over the summer, periodicals, technical manuals, etc., can be read to meet this standard.
- Performance criteria for this standard may be met through student-maintained reading lists, reading logs, diary annotations, etc. Quizzes, tests, or activities are not required for each text a student reads.
- The Reading Across the Curriculum standards are designed to increase student performance in all disciplines by developing reading habits in students in all content areas. Students who read regularly become better readers, and better readers read more regularly. Students who read regularly perform better in all academic areas and on standardized tests.