

English 10

Essential Curriculum

Goal I The student will demonstrate the ability to apply concepts of word, phrase, clause, and sentence (including subject-verb). (VSC 4.1.1)

Objectives - The student will:

- a. Differentiate grammatically complete sentences from nonsentences by recognizing that experienced writers sometimes use intentional fragments and run-ons for effect.
- b. Expand sentences by positioning phrases and clauses to accomplish a purpose.

Goal II The student will demonstrate the ability to achieve sentence fluency through sentence combining and sentence composing.

Objectives - The student will:

- a. Use coordination and subordination of sentence components by subordinating sentence components logically and effectively. (VSC 3.2.3)
- b. Discover how a variety of paragraphs is possible and acceptable from a series of single clusters related by theme or topic by:
 - Employing smooth and informative transitions between sentences.
 - Exploring variable placement of sentences within paragraphs. (VSC 3.2.2)

Goal III The student will demonstrate the ability to achieve style through the manipulation of syntactic elements.

Objectives - The student will:

- a. Vary the placement of individual components (words, phrases, and clauses) as modifiers by arranging sentence components for emphasis or effect (e.g., inverted word order). (VSC 3.2.3)
- b. Use coordination and subordination of sentence components effectively by employing logical or succinct subordination in place of faulty, excessive, or awkward subordination.
- c. Use parallel grammatical components when appropriate by maintaining consistency in form within sentences and throughout compositions (e.g., verb tense, voice, pronouns). (VSC 3.2.4)
- d. Revise for sentence variety and length by producing syntactic rhythms with parallelism and repetition. (VSC 3.2.3)

- e. Select language to create appropriate tone by explaining how the use of active and passive voice affects tone. (VSC 3.2.3)
- f. Employ punctuation for stylistic effect by using internal punctuation to maximize the writer's intentions (e.g., underlining, italicizing, quotation marks around words or phrases, dashes, parentheses, ellipses, colons). (VSC 3.2.3)

Goal IV The student will demonstrate the ability to recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)

Objectives - The student will:

- a. Gain an appreciation of the many different dialects of English through study of oral discourse, film, and literature by exploring the relative equality of dialects as linguistic systems.
- b. Describe the impact of regional and social variations of language on listener or reader response by:
 - Identifying linguistic variables that mark age, race, gender, and socioeconomic status.
 - Explaining listener response to linguistic variables in different social and academic contexts.
 - Explaining cultural perceptions that assign status to dialects.
- c. Explore the status of Standard English as a language of wider communication in academic and career settings by:
 - Explaining how social, economic, and political power contribute to the status of language.
 - Explaining the importance of using Standard English to access opportunities in American society and commerce.
- d. Identify and use formal and informal language appropriate to a particular purpose and audience by presenting oral texts with effective application of diction, intonation, and rhetorical strategies.

UNIT I: The World of Romance

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives – The student will:

- a. Trace the quest or series of trials faced by a hero, citing passages which reveal the narrative structure of *romance* as cyclical, including:
 - Conflict – a dangerous or marvelous journey
 - Central struggle, test, or ordeal
 - Recognition – the successful completion of a quest
 - **Recognition- the different types of a tragic hero. G/T (VSC2.1.3)**
- b. Analyze the supernatural elements or the idealized romantic setting as they contribute to the *plot, tone, or mood* of the romantic mode. (VSC 1.2.1)
- c. Classify romantic archetypal characters such as the warrior, villain, sage, lover, dreamer, rebel, fool, or temptress, designating each as round or flat, static or dynamic.
- d. Identify the characteristics of heroic figures in romance to determine how they may reveal positive or negative values of their society.
- e. Analyze romantic universal themes and archetypal motifs, including the search for self, the quest, coming of age, and rite of passage. (VSC 2.1.3)
- f. Identify and analyze romantic elements within other literary modes as opportunities present themselves throughout the unit.
- g. Identify and analyze romantic elements within paintings, music, film, and other non-print media. (VSC 1.2.1)
- h. Compare the effectiveness of the artist/musician/director's connection of romantic elements in paintings, music, film, and other non-print media to the romantic elements of a literary work. (VSC 1.2.1)
- i. **Compare contemporary romance literature with earlier folk tales and myths to detect the evolution of enduring elements. G/T (VSC 1.2.4)**
- j. **Make inferential connections between literary and non-literary text by analyzing mood, tone, theme, and diction. G/T (VSC 1.2.4)**
- k. **Differentiate among the concepts: G/T**
 - **Romantic mode**
 - *romanticism*
 - **Romantic episodes in other genres.**
- l. **Examine how writers treat the romantic hero as lover, warrior, rebel, Utopian idealist, or reveal a dark, mysterious, or sinister aspect of romance characters. G/T**

- m. Analyze rhetorical devices and how they may reveal positive or negative values of the society within a romantic work. G/T**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (VSC 3.1.1)

Objectives – The student will:

- a. Compose an original narrative containing elements of plot, characterization, conflict, dialogue, setting, and theme that demonstrates the elements of romance by:
- Using prewriting strategies to generate ideas about the situation, characters involved and other relevant information that demonstrate The World of Romance (VSC 3.2.2)
 - Using a level of language (informal to formal) appropriate for the specific audience, situation, or purpose in composing an original narrative [CLG 3.2.1] (VSC 3.1.1)
 - Choosing language to produce a desired effect on a specific audience (VSC 3.3.2)
 - Choosing appropriate verb tenses and maintaining them consistently
 - Using available traditional and electronic resources to correct or confirm editorial choices. [CLG 3.3.2] (VSC 3.3.2)
- b. Compose an expository paper explaining how a self-selected text is representative of romance traits.
- c. Compose an SAT type in-class timed writing prompt by:
- Identifying areas of persuasion
 - Using pre-writing strategies to gather the supporting facts, ideas, evidence, and examples needed [CLG 2.2.1] (VSC 2.2.1)
 - Sequencing information in an order appropriate to the type of response needed
 - Drafting a response by developing facts, ideas, evidence, and examples into sentences and paragraphs.
- d. Compose a timed response to an AP-type prompt by: G/T**
- **Reading a passage**
 - **Analyzing rhetoric of the passage, particularly diction, tone, structure, syntax, and/or rhetorical elements.**
- f. Compose an analysis of a literary or non-literary text focusing on its application to the romanticism by: G/T**
- **Analyzing the author’s diction, tone, and style**
 - **Inferring a writer’s intended theme. (VSC 3.1.1)**
- g. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
- Selecting a logical sequence of ideas or sentences for a personal narrative

- Selecting an appropriate organizational structure for a personal narrative emphasizing purpose and audience
- Selecting or deselecting information to suit a given purpose or audience.

h. Revise using 6+1 Traits of Writing rubrics when:

- Examining word choice
- Examining ideas
- Examining sentence fluency
- Examining word choice
- Examining voice
- Examining organization. (VSC 3.2.3)

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives – The student will:

- Assess the effectiveness of language choices in prose and poetry [CLG 4.2.1] (VSC 2.1.2).
- Explaining the connections within and between text [CLG 4.1.1] (VSC 2.1.2).
- Evaluate text for evidence which supports a personal response.
- Access the effectiveness of diction to reveal an author’s purpose (VSC2.1.1).
- Assess the effectiveness of literary devices in an analytical essay G/T. (VSC1.2.1)**
- Evaluate the textual structure of poetry and how it conveys meaning of the text G/T. (VSC 1.2.1)**
- Analyze the textual structure of prose and how it relates to the work as a whole. G/T (VSC 1.2.1)**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of expository speaking.
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions. [CLG 2.2.4] (VSC 5.2.2)
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T**

UNIT II: The Tragic Stance

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (VSC 1.2.4)

Objectives – The student will:

- a. Compare tragedy in life to tragedy in literature; distinguish between the popular notion of tragedy as calamity and the literary definition of tragedy as the destruction of the beautiful, innocent, or virtuous. (VSC 1.2.2.)
- b. Explain how catharsis cleanses the reader’s or viewer’s emotions of pity or fear towards the protagonist. (VSC 2.1.2)
- c. Predict the downfall of the protagonist by recognizing the significance of his or her tragic flaw.(VSC 2.1.3)
- d. Identify the characteristics of tragic heroes that show evidence that they embody cultural values of the age. (VSC 1.2.4)
- e. Analyze the universal themes and archetypal motifs in tragic literature, such as search-for-self, loss of innocence, self-sacrifice, and need for a scapegoat. (VSC 1.2.2)
- f. Define dramatic irony and determine its effect on an audience viewing or reading a tragedy. (VSC 2.1.2)
- g. Interpret symbols in tragic literature and determine their archetypal nature in literature. (VSC 1.2.1)
- h. Examine the different elements of Greek, Shakespearean, and modern tragedy by: (VSC 1.2.4)
 - Identifying the conventions of Greek tragedy, including the Aristotelian episodic plot structure and the unities of time, place, and action
 - Explaining the features of the five-act plot structure of a *Shakespearean tragedy* (Freytag’s pyramid) including exposition, rising action, climax or reversal, falling action and resolution/moment of last suspense
 - Comparing and contrasting Aristotle’s view of fate with Shakespeare’s view of free will as controlling forces in their tragedies.
 - Comparing and contrasting *Aristotelian tragedy*, which concludes in

the protagonist's eternal suffering, with Shakespearean tragedy, which concludes in the protagonist's death

- Identifying elements of Aristotelian or Shakespearean tragedy in a modern short story, poem, film, or news story
- **Distinguishing among Aristotelian, Shakespearean, and modern forms of tragedy. G/T**

i. **Evaluate the author's use of language in relation to the themes and motifs of the text. G/T (VSC1.2.2)**

j. **Analyze and evaluate how the author uses numerous elements of fiction to advance the theme. G/T (VSC 1.2.2)**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives – The student will:

- a. Compose an essay that compares and contrasts two works in relation to a specific purpose by: (VSC 3.1.1, 3.2.2)
- Using pre-writing strategies to generate similarities and difference
 - Developing a clear, concise thesis statement that identifies the similarities and differences which the essay will examine and states or implies a purpose for the comparison
 - Selecting specific textual references that may be used as evidence to support the thesis statement
 - Organizing information using block form, a point-by-point approach, or some combination
 - Generating a conclusion that clinches an authentic purpose, such as to decide, define, convince, or prove
 - Composing sentences using modifiers correctly in a variety of sentence positions
 - Eliminating misplaced modifiers
 - Using available resources to correct or confirm editorial choices. [CLG 3.3.2] (VSC 3.2.4)
- b. Construct a character analysis of a real life individual who rises above a tragic situation in a positive way by: (VSC 3.1.1, 3.2.2)
- Selecting a real-life individual who rises above a tragic situation in a positive way
 - Identifying the tragic elements of the situation
 - Explaining how the personal qualities allow the individual to overcome the tragic situation
 - Constructing an appropriate focus or thesis that clarifies the personal qualities of this individual
 - Choosing an appropriate organizational pattern (least to most important; major characteristics)
 - Revising focus and content, and editing texts for spelling, capitalization, and punctuation, by using available resources.
- c. Compose a response to an SAT-type prompt in a 30-minute time period.

- d. Compose an independent comparative analysis of two long works. (VSC 3.1.1)
- e. **Compose an analysis which determines how the author’s diction, tone, and style in an essay support the thoughts presented in short story, novel, play or poem. G/T (VSC 2.1.2)**
- f. **Compose a timed response to an AP prompt by: G/T**
 - **Reading a passage**
 - **Analyzing rhetoric of the passage, particularly diction, tone, structure, syntax, and/or rhetorical elements.**
- g. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
 - Selecting a logical sequence of ideas or sentences for a personal narrative
 - Selecting an appropriate organizational structure for a personal narrative emphasizing purpose and audience
 - Selecting or deselecting information to suit a given purpose or audience.
- h. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization.

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts. (VSC 2.1.2)

Objectives – The student will:

- a. Assess the effectiveness of language suitable for his or her comparison/contrast essay. [4.2.1] (VSC 2.1.2)
- b. Assess the effectiveness of language choices in prose and poetry. [CLG 4.2.1] (VSC 2.1.2)
- c. Explaining the connections within and between text [CLG 4.1.1] (VSC 2.1.2)
- d. Evaluate text for evidence which supports a personal response.
- e. Assess the effectiveness of diction to reveal an author’s purpose.

- f. Assess the effectiveness of words, phrases, or sentences that extend meaning in his or her character analysis [CLG 4.2.1] (VSC 2.1.2)
- g. Assess the structure of the text and the role the structure plays in understanding the text. G/T (VSC 2.1.1)**
- h. Determine the effectiveness of the playwright's use of both prose and poetry to produce an affect on its audience. G/T**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of persuasive speaking. (VSC 5.2.2)
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions [CLG 2.2.4] (VSC 5.2.2)
- c. Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.1)**

UNIT III: Satire: The Pen as Scalpel

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives – The student will:

- a. Identify the targets of satire, including particular customs, traditions, beliefs, social institutions, and human foibles. (VSC 2.1.3)
- b. Explain how satirists employ comedy, sarcasm, verbal irony, dramatic irony, or situational irony to accentuate deliberate contrasts between apparent and intended meanings.(VSC 2.1.3)
- c. Characterize the writer’s tone toward the target of criticism along a continuum from good- humored criticism to bitter contempt. (VSC 2.1.2)
- d. Characterize the satiric protagonist in various media as an individual whose quest is often unfulfilled or misdirected. (VSC 2.1.3, 1.2.1)
- e. **Explain how satirists use other literary devices such as reversal, invective, juxtaposition, and parody [G/T]**
- f. **Interpret the ironic mode as one that presents a dark, pessimistic worldview by: [G/T]**
 - Identifying and comparing the modes of satire and *irony* to show how protagonists, settings, and literary devices are similar
 - Examining writers of ironic literature as pessimists who try to make sense of a senseless world
 - Explaining the implications of a text for the reader or contemporary society.(CLG 1.2.2, 1.2.5) (VSC 1.2.2)
 - Distinguishing between satiric and ironic stories and how they represent moral and social ideals, in that satire ideals seem attainable, while in irony ideals seem unattainable. (CLG 1.2.4) (VSC 2.1.3)
 - Describing the anti-hero, who finds commitments to ideals difficult or impossible, lacks traditional heroic qualities, and may be graceless, inept, and sometimes even stupid or dishonest.
 - **Analyzing irony and how it relates to the author’s purpose.**
- g. **Analyze ways in which authors use various literary devices (e.g., patterns of imagery, allegory, symbolism, sound) to accomplish a purpose. G/T (VSC 2.1.2)**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (VSC 3.1.1)

Objectives – The student will:

- a. Compose an expository paper to address the power of satire as a tool used to

- affect change.
- b. Compose a persuasive paper by (VSC 3.1.2)
 - Composing a position statement that includes an issue to advocate
 - Choosing a specific audience to persuade
 - Locating information that clarifies the problem and supports a solution
 - Selecting a written format for the presentation of the solution
 - Choosing and sustaining a tone appropriate to the content and audience.
 - c. **Compose a timed response to an AP-type prompt by: G/T**
 - **Reading a passage**
 - **Analyzing rhetoric of the passage, particularly diction, tone, structure, syntax, and/or rhetorical elements.**
 - d. Compose a response to an SAT-type prompt in a 30-minute time period.
 - e. **Compose an analysis of rhetorical language in a satiric text by: G/T**
 - **Defining rhetorical terms for analysis.**
 - **Examining author's use of rhetorical terms.**
 - **Producing a multi-paragraph essay that may or may not be five paragraphs in length.**
 - f. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
 - Selecting a logical sequence of ideas or sentences for a personal narrative
 - Selecting an appropriate organizational structure for a personal narrative emphasizing purpose and audience
 - Selecting or deselecting information to suit a given purpose or audience.
 - g. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization.

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives – The student will:

- a. Assess the effectiveness of diction in text. [CLG 4.2.1] (VSC 2.2.1)
- b. Alter the tone of his or her written solution to a problem by revising its diction.[CLG 4.3.1] (VSC 3.2.3)

- c. Evaluate irony in an allegory and how it relates to the author’s purpose. (VSC 2.1.2)
- d. Evaluate the effectiveness of the author’s use of language to create tone.
- e. **Analyze the structure of the text and the role the structure plays in understanding the text. G/T**
- f. **Determine the effectiveness of the playwright’s use of both prose and poetry to produce an affect on its audience. G/T**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of public speaking. (VSC 5.2.2)
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions. [CLG 2.2.4] (VSC 5.2.2)
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.1)**

UNIT IV: The Search for Self

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives – The student will:

- a. Examine the inner self or psychology of a character (conflicts, needs, motives, or wishes) in print and non-print works by: (VSC 1.2.1)
 - Interpreting the psychological motivation of characters engaged in the search for self
 - Explaining how the devices in non-print media (such as staging, lighting, blocking, special effects, graphics, language, camera angles and other techniques) are used to illuminate the inner self of a character
 - Performing a short dialogue or scene that reveals his or her own

- interpretation of a character’s psychological motivation
 - Constructing a visual and written account of his or her own search for self, including past, present, and future perspectives.
- b. Investigate variations on the search for self theme in a variety of texts by: (VSC 2.1.3)
- Identifying variations in the search for self archetypal theme that occur in selected texts:
 - Loss of innocence
 - Coming of age
 - Search for cultural self-definition
 - Development of a personal identity
 - Rites of passage
 - Discovery of an individual voice.
 - Comparing how plot, setting, and style contribute to the theme of Search for Self in more than one text
 - Explaining how passages relate the search for identity to the student’s own personal experiences in contemporary society
 - Explaining how word choice, tone, rhythm, and imagery contribute to meaning in thematically related poetry
 - **Explaining how symbols, allusions, and language contribute to the meaning to the text as a whole. G/T**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives – The student will:

- a. Compose a persuasive essay. (VSC 3.1.2)
- b. Compose an expository essay analyzing a cause and effect relationship between a character’s actions and their consequences by: (VSC 3.1.1)
- Developing a thesis statement appropriate to a cause and effect essay
 - Explaining the psychological motivations of a character in his or her search for identity
 - Varying sentence types to sustain reader interest
 - Recognizing how formal language choices affect an audience
 - Editing text for common errors of spelling, punctuation, and usage.
- c. **Compose an analysis of rhetorical language in a poem by: G/T**
- **Defining rhetorical terms for analysis.**
 - **Examining author’s use of rhetorical terms.**
 - **Producing a five-paragraph style essay that may or may not be five paragraphs in length.**
- d. **Compose a timed response to a given prompt by: G/T**
- **Reading a passage.**
 - **Analyzing rhetoric of the passage, particularly diction, tone, structure, syntax, and/or rhetorical elements.**

- e. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.1)
 - Selecting a logical sequence of ideas or sentences for a personal narrative
 - Selecting an appropriate organizational structure for a personal narrative emphasizing purpose and audience
 - Selecting or deselecting information to suit a given purpose or audience.

- f. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization.

Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives – The student will:

- a. Assess the effectiveness of diction in his or her cause and effect essay that reveals his or her purpose [CLG 4.2.1] (VSC 2.1.2)
- b. Alter the tone of his or her cause and effect essay by revising its diction. [CLG 4.3.1] (VSC 3.2.3)
- c. **Evaluate author’s use of rhetoric to create characters’ motivations as a part of the "Search for Self" theme. G/T**

Goal 5. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of public speaking. (VSC 5.2.2)
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions [CLG 2.2.4] (VSC 5.2.2)

- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.1)**

The Research Process

Students in English 10 experience the research process and will compose a research paper or project on one of two topics or on a self-selected topic. The research component of the English 10 curriculum may be integrated into any of the units or may be undertaken between units.

Objectives - The students will:

- a. Identify sources of information on a self-selected and/or given topic including: [CLG 2.3.1] (VSC 3.1.4)
- Dictionary
 - Thesaurus
 - Encyclopedia
 - Magazines
 - Newspapers
 - Nonfiction books
 - Card catalogue (traditional and electronic)
 - On-line websites.
- b. Use a systematic process such as the Big6 when: [CLG 2.3.3] (VSC 3.1.4)
- Identifying appropriate strategies for taking notes
 - Selecting appropriate strategies for organizing source information or notes
 - Gathering information to include or exclude when using a note-taking method
 - Identifying advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
 - Identifying advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
 - Selecting information to include or exclude in a reference citation when using either traditional or electronic sources of information.
- c. Present research findings through speaking or writing.
- d. Demonstrate an understanding of academic integrity and all its implications
- e. Use Turnitin.com as outlined by the teacher

Voluntary State Curriculum 10

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text. ECLG 1.1.1

The student will

- *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.1*
- *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text* ECLG 1.1.1*
- *Identify an appropriate purpose for reading the text* ECLG 1.1.1*
- *Identify questions a reader would expect to be answered by reading the text* ECLG 1.1.1*
- *Identify topics of discussion that may enhance a reader's understanding of the text* ECLG 1.1.1*
- *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- *Research background information as a preparation for reading*

Objective 1.1.2: the student will monitor understanding while reading, viewing, and/or listening to a text. ECLG 1.1.2; ADP A, F

The student will

- *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.2, ADP F5*
- *Analyze relationships between and among ideas within the text and/or relevant prior knowledge* ECLG 1.1.2*
- *Determine the organizational pattern and use that pattern to define the author's purpose* ECLG 1.1.2*
- *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text* ECLG 1.1.2*
- *Use context to determine the meaning of words and phrases ECLG 1.1.2, ADP A4*
- *Annotate and/or reread wither silently or orally to ask or answer questions about/or summarize the text*
- *Modify initial predictions about topics, ideas, events, and/or themes in the text*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text. ECLG 1.1.3, ADP B, F

The student will

- *Paraphrase and/or summarize significant ideas in a text or across texts* ECLG 1.1.3; ADP B2, B3, F7*
- *Compare/Contrast, draw conclusions from, and synthesize significant ideas in a text or across texts* ECLG 1.1.3; ADP B2, B3, F7, F8*
- *Predict the development, topics, or ideas that might logically be included if the text were extended* ECLG 1.1.3*
- *Select from among multiple methods of synthesizing ideas (e.g., summary, critique) ADP F4*
- *Identify areas for further reading or research*
- *Confirm the usefulness of or purpose for reading the text ECLG 1.1.3*

Objective 1.1.4: Student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words. ECLG 1.1.2, 3.2.2; ADP A

The student will

- *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context* ECLG1.1.1, ADP A4*
- *Differentiate between denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms* ECLG 3.2.2; ADP A5, A6*
- *Apply knowledge of Greek, Latin, and Anglo-Saxon roots, affixes, and cognates to draw inferences about word meaning ADP A3*
- *Apply knowledge of world mythologies (e.g., Greek, Roman, Norse) to understand the origin and meaning of unfamiliar words*
- *Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)*
- *Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms) ADP A7*

*=English Has Assessment Limit
ADP= American Diploma Project

ECLG=English Core Learning Goals
MSDE. 5/16/07

SFS=Skills for Success

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts. ECLG 1.2.1, ADP H

The student will

- *Determine the significance of the following as each contributes to the meaning of a text:*
 - *plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution* ECLG 1.2.1, ADP H4*
 - *characters' defining traits, motivations, and developments throughout the text* ECLG 1.2.1, ADP H4*
 - *details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text* ECLG 1.2.1*
 - *conflicts that motivate characters and those that serve to advance the plot* ECLG 1.2.1*
 - *the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s) *ECLG 1.2.1*
 - *narration, dialogue, dramatic monologue, asides, soliloquies, and character foils ADP H4*
 - *various literary devices, including figurative language, imagery, allegory, and symbolism*
- *Identify the specific structural elements of particular literary forms (e.g., short story, novel, drama, poetry, essay, biography, autobiography, journalistic writing, film) ECLG 1.1.5 ADP H3*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.2: The student will determine the critical or central idea(s) of a text. ECLG 1.2.5, 1.3.5; ADP F, H

The student will

- *Determine and/or explain the theme(s) found in a work of literature* ECLG 1.3.5; ADP H4, H8*

- *Determine and/or explain the experiences, emotions, issues, and ideas in a text that give rise to universal literary themes** ECLG 1.3.5
- *Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society** ECLG 1.2.5
- *Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)** ADP F2

Objective 1.2.3: The student will determine the relationship among the format, structure, and meaning of informational texts. ECLG 1.2.2; ADP B, F

The student will

- *Determine the extent to which the format (e.g., text features, layout, graphics, and other visual components) of an informational document enhances or detracts from its clarity and meaning* ADP F3, F5, F11
- *Determine the extent to which the structure of informational texts (e.g., editorials, essays, speeches, project plans, proposals, brochures, resumes) contributes to meaning and/or purpose* ADP B5, F9, F11
- *Identify and explain interrelationships among ideas and concepts within informational text(s) (e.g., cause/effect, comparison/contrast)* ADP F6
- *Apply the features, structures, rhetorical devices, and content informational texts (e.g., speeches, debates, charts, time lines, diagrams) to perform tasks, answer questions, or solve problems* ADP F1, F5

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism) ECLG 1.2

Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). ECLG 1.3.2, 4.1.1; ADP H

The student will

- *Determine the influence, effect, or impact of historical, cultural, or biographical information on a text** ECLG 1.3.5
- *Interpret literary works from an individual, reader-centered approach and as part of a community of readers* ECCLG 4.1.1
- *Analyze literary works for what they suggest about the historical period in which they were written* ADP H7
- *Relate literary works to important primary source documents of their literary or historical period*
- *Explain the relationship between a literary work and the life experience of its author*
- *Analyze the significance of a text in its historical and/or cultural context*
- *Determine the structural characteristics of a text and interpret that text using those characteristics*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. ECLG 1.2.2, ADP F, H

The student will

- *Determine and/or explain the significance of or rationale for the following as each contributes to the author's purpose ECLG 1.2.2*
 - *the arrangement of ideas in a particular way* ECLG 1.2.2*
 - *syntax and the arrangement of phrases and sentences* ECLG 1.2.2, 1.2.3*
 - *words and syntax that create rhythm* ECLG 1.2.2, ADP H5*
 - *organizational patterns* ECLG 1.2.3*
 - *structural features* ECLG 1.2.3*
- *Explain the effectiveness of organization, structure, and syntax in accomplishing a purpose* ECLG 4.1.1*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. ECLG 1.2.3, 4.2.1; ADP B, H

The student will

- *Determine the tone or voice of a text or a portion of a text or across texts* ECLG 1.3.3.*
- *Determine and/or explain the significance of the following as each contributes to the author's purpose ECLG 1.2.3, ADP B5*
 - *repetition and/or exaggeration, parallelism* ECLG 1.2.3*
 - *allusion, analogy* ACLG 1.2.3*
 - *figurative language, imagery, symbolism* ECLG 1.2.2, 1.2.3*
 - *a particular speaker or point of view* ECLG 1.2.2*
 - *transitions* ECLG 1.2.3, 4.2.3*
 - *choice of details (e.g., specific examples, events, dialogue)* ECLG 1.2.3*
 - *features of language that create tone and voice* ECLG 1.3.3*

- Explain the effectiveness of stylistic elements in accomplishing a purpose* ECLG 4.1.1
- Evaluate an author's choice of words, phrases, and sentences for a particular audience or effect, for a given purpose, to extend meaning in a context, or to provide emphasis* ECLG 4.2.1
- Distinguish among types of irony (e.g., verbal, situational, dramatic)

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. ECLG 1.1.3, 1.2.4, 1.2.5, ADP H

The student will

- *Analyze the similarities or differences in styles (e.g., formal, informal, conversational, scholarly, journalistic, poetic) of two or more texts* ECLG 1.2.4*
- *Analyze the similarities or differences in themes or central ideas of two or more texts* ECLG 1.2.4, ADP H9*
- *Analyze the ways in which different texts illustrate a similar theme or advance a similar argument* ECLG 1.2.4, ADP H9*
- *Explain ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) contribute to meaning*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. ECLG 1.2, 4.1, 4.2

The student will

- *Determine the implication of non-print text (e.g., photographs, posters, art reproductions, cartoons, and stills from film or stage production)* ECLG 1.1.4*
- *Evaluate non-print text as it relates to the themes and central ideas and/or style of a print text* ECLG 1.1.4*
- *Summarize, compare, draw conclusions about, and synthesize significant ideas between print and non-print texts* ECLG 1.1.4*
- *Determine both the explicit and the implicit ideas found in non-print media*

- *Compare the effect of texts presented in different media* ECLG 1.2.6
- *Extend ideas common to a print and non-print text that may have implications for the reader, viewer, or listener and society*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text. ADP E, F

The student will

- *Distinguish among facts and opinions, evidence and inferences* ADP E1
- *Recognize common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma)* ADP E5
- *Identify false promises in an argument* ADP E3
- *Describe the structure of an argument: identify its claims and evidence; and evaluate connections among evidence, inferences and claims* ADP E3
- *Evaluate the range and quality of evidence used to advance or refute an argument* ADP E4
- *Analyze an author’s implicit and explicit assumptions and beliefs about a subject*
- *Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusion* ADP E8

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts (e.g., brochures, proposals, project plans, resumes). (*See Appendix A for the HAS ECR Rubric) ECLG 2.1.1, 2.1.2; ADP A, C

The student will

- *Generate and develop a controlling ideas or thesis to inform or explain* ADP C3
- *Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion* ADP C3
- *Include relevant and complete support of ideas joined with effective transitions for clarity and coherence* ADP C3
- *Develop the main ideas within the body of the essay through an appropriate strategy or with supporting evidence (e.g., summary, description, narration, personal ideas)* ECLG 2.1.2, 2.1.3
- *Apply text structures and rhetorical patters (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas* ECLG 2.1.2

- *Select language to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- *Demonstrate attention to audience interest and understanding*
- *Combine basic sentence patterns to vary sentence structure and emphasize selected ideas ECLG 3.1.7, 3.1.9*
- *Demonstrate the ability to integrate quotations and citations into a written text*
- *Include effective visual aides when appropriate*
- *Produce work-related texts (e.g., brochures, project plans, proposals, letters, pamphlets, brochures) that ADP C10*
 - *Address audience needs and potential misunderstandings*
 - *Develop ideas and main points with appropriate strategies (e.g., comparing or contrasting, providing a scenario, citing facts and details)*
 - *Incorporate both non-technical and technical vocabulary*
 - *Adapt a tone, style, and format appropriate to the subject, audience, and purpose*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies. (*See Appendix A for the HAS ECR Rubric) ECLG 2.1.4, 2.3.4; ADP A, C

The student will

- *Generate and develop a controlling idea or thesis that states, refutes, or modifies a position ADP C3*
- *Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion ADP C3*
- *Include relevant and complete support of ideas joined with effective transitions for clarity ADP C3*
- *Develop the main ideas within the body of the essay through supporting evidence (e.g., description, narration, scenarios, personal ideas) ECLG 2.1.2, 2.1.3*
- *Apply text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- *Select language skillfully to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- *Demonstrate attention to audience interest and understanding by refuting opposing positions and opinions*
- *Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion) in both oral and written arguments*
- *Combine basic sentence patterns to vary sentence structure and emphasize selected ideas ECLG 3.1.7, 3.1.9*

- Enhance meaning by employing basic rhetorical devices (e.g., issuing of a call to action, refuting or modifying a position)
- Demonstrate the ability to integrate quotations and citation into a written text

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies. ADP, A, B

The student will

- Establish a focus or controlling ideas (e.g., a thesis or argument, a judgment about a literary character or text, a clear point of view on a topic) ADP B6
- Incorporate an effective opening and closing
- Use a logical organizational structure (i.e., a clear introduction, body, and conclusion) appropriate to the subject, audience, and purpose ADP B6, C3
- Develop ideas, judgments, and opinions with effective evidence and details ADP B6
- Incorporate appropriate transitional words and devices ADP B6
- Select language carefully and correctly to clarify ideas and avoid errors in usage
- Demonstrate attention to audience interest and understanding

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. ADP A, C, D5

The student will

- *Generate and develop a controlling idea or thesis ADP C3, D5*
- *Use an organizational structure (e.g., a clear introduction, body, and conclusion appropriate to the subject and audience (e.g., classifying, categorizing, sequencing) ADP C3*
- *Summarize, paraphrase, and synthesize information from a variety of sources (e.g., books, technology, human)*
- *Select language carefully and correctly to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- *Cite information that should be documented ADP C6, D5*
- *Follow an established format for a bibliography or works cited page*

Standard 3: the student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea. ADP C, G

The student will

- *Establish a focus or a controlling idea, thesis, message, or argument ADP G4*
- *Use a logical structure appropriate to the subject, audience, purpose, and medium ADP G4*
- *Develop ideas, opinions, and/or arguments with effective evidence and support*
- *Apply technology (e.g., software, audio, digital video, graphics) to address audience understanding by communicating ideas and information best understood visually ADP C8, G4*
- *After a text to present the same content to a different audience via the same or different media ECLG 4.3.3*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2.3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.1: The student will prepare for writing by generating and developing ideas. ECLG 2.2.1, ADP C

The student will

- *Identify an appropriate prewriting strategy for a specific purpose or topic* ECLG 2.2.1*
- *Identify relevant sources of information* ECLG 2.2.1, ADP C1*
- *Plan writing (e.g., note taking, graphic organizers, informal outlines) ADP C1*
- *Gather initial informational from a variety of print, non-print, and human sources and evaluate its usefulness ADP C1*

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes. ECLG 2.2.2, APD C

The student will

- *Select a logical sequence of ideas or sentences* ECLG 2.2.2*
- *Determine an appropriate organizational structure emphasizing purpose and/or audience* ECLG 2.2.2*
- *Select or delete information to suit a given purpose or audience* ECLG 2.2.2*
- *Identify the logical placement of a sentence or paragraph with a text* ECLG 2.2.2*
- *Synthesize information from multiple sources ECLG 2.3.5*
- *Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)*
- *Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing ADP C3*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speaker. ECLG 2.2

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. ECLG 2.2.3, 3.1.4, 3.3.1, 4.3.1; ADP C5

The student will

- *Revise sentences to complete/expand ideas through the use of*
 - *logical and succinct coordination** ECLG 2.2.3
 - *logical sequencing for effectiveness and emphasis** ECLG 2.2.3
 - *conciseness (eliminating redundancy, superfluous words and phrases)** ECLG 2.2.3
 - *effective sentence structure (e.g., avoiding inappropriate sentence fragments and run-on sentences, including fused sentences and comma splices)** ECLG 3.1.4
- *Attend to audience needs through*
 - *elaboration or support sentences** ECLG 2.2.3
 - *transitional devices between sentences and paragraphs** ECLG 2.2.3
 - *coherence (focusing on a central idea)* ECLG 2.2.3
- *Control language structures by*
 - *ensuring clear placement of modifiers, including appositives, verbals and verbal phrases, prepositional phrases** ECLG 2.2.3
 - *correcting misplaced and dangling modifiers** ECLG 2.3.3
 - *correcting shifts in person, number, and verb tense** ECLG 2.2.3
 - *revising diction to clarify or alter the tone of a text (e.g., humorous, urgent, official, authoritative, more or less critical, commanding, diplomatic, detached, resentful, sympathetic, formal, informal)** ECLG 4.3.1
- *Edit texts by using internalized knowledge to identify and correct errors in*
 - *spelling of commonly confused words** ECLG 3.3.1
 - *end punctuation** ECLG 3.3.1
 - *commas: in a series, after introductory statements, setting off appositives and parenthetical statements, in dates and places, before coordinating conjunctions in compound sentences** ECLG 3.3.1
 - *semicolons between closely-related main clauses** ECLG 3.3.1
 - *semicolon and comma in compound sentence with a conjunctive adverb** ECLG 3.3.1
 - *apostrophes** EC:G 3.3.1
 - *capitalization: proper nouns, proper adjectives, geographical places, businesses, organizations and institutions** ECLG 3.3.1
- *Apply a variety of peer editing strategies to revise others' work for clarity, completeness, and effectiveness and to edit others' work for correct grammar, usage, and mechanics* ADP C5
- *Respond to constructive criticism and reactions from teachers and/or peers to revise working drafts for clarity, completeness, and effectiveness* ADP C4

Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices. ECLG 2.2.5, 3.3.2; ADP A

The student will

- *Use resources to select and apply appropriate language* ADP A2*
 - *avoiding the use of trite expressions and clichés ECLG 2.2.5*
 - *using smooth and informative transitions* ECLG 2.2.5*
 - *arranging parallel elements appropriately and effectively* ECLG 2.2.5*
 - *determining appropriate use of active or passive voice* ECLG 2.2.5*
 - *determining an appropriate word for a given purpose* ECLG 2.2.5*
- *Use a resource for Standard English usage* ADP A2*
 - *agreement of subject and verb* ECLG 3.3.3*
 - *agreement of pronoun and antecedent* ECLG 3.3.2*
 - *clear pronoun reference* ECLG 3.3.2*
 - *appropriate case of nouns and pronouns* ECLG 3.3.2*
 - *appropriate and consistent verb tenses* ECLG 3.3.2*
- *Use a resource for all punctuation or capitalization skills not internalized or for rules that may be in flux* ECLG 3.3.2*
- *Select from a variety of resources to verify the correct pronunciation of specialized, foreign, or unusual terms ADP A2*
- *Use a resource to apply other common rules of language usage that are grade appropriate*
- *Use a resource for Standard English in place of nonstandard English and slang*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1

Objective 4.1.1: The student will determine the relationship among the meaning, position, form, function, and the grammatical classification of words. ECLG 3.1.3

The student will

- *Use position, form, and meaning to determine the function or classification of words and phrases* ECLG 3.1.3*
 - *subjects and objects: noun, pronoun, gerund, infinitive, appositive, simple, compound* ECLG 3.1.3*

- *predicates: verb, verb phrase, simple, compound** ECLG 3.1.3
- *modifiers: adjective (including pronouns used as adjectives), adverbs, prepositional phrases, participle, infinitive, article** ECLG 3.1.3
- *conjunctions: coordinating, subordinating, correlative, and conjunctive adverbs** ECLG 3.1.3
- *Analyze the extent to which the placement and punctuation of noun, adjective, and adverb clauses affects the clarity of compound, complex, and compound-complex sentences*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1

Objective 4.1.2: The student will apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing. ECLG 3, ADP A

The student will

- *Distinguish between colloquial and nonstandard English*
- *Assess situations for the appropriateness of formal versus informal language ECLG 3.2.1*
- *Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding ADP A*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication. SFS 3.1

Objective 5.1.1: The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating. SFS 3.1.1

The student will

- *Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting) SFS 3.1.1*
- *Identify an appropriate message(s) for specific situations SFS 3.1.1*
- *Determine audiences knowledge and interest and anticipate audience response SFS 3.1.1*

Objective 5.1.2: The student will participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes ADP B

The student will

- *Process skills*
 - *Identify the group's purpose or goal (e.g., discussing and analyzing a literary passage as part of a seminar, panel discussion, colloquium; sharing information from a Jigsaw or other cooperative learning model; contributing to a peer review of a piece of writing; solving problem; planning a task) ADP B7*
 - *Offer input in a constructive, socially acceptable manner ADP B7*
 - *Ask appropriate questions for clarification and extension ADP B7*
 - *Listen actively to others ADP B7*
 - *Assume leadership and subordinate roles as necessary ADP B7*
- *Content understanding*
 - *Summarize the positions or main points made by the other members of the group ADP B7*
 - *Identify connections, disparities, strengths, and weaknesses among the differing positions in the group ADP B7*
 - *Suggest ways to arbitrate differing positions without diminishing either the position or its proponent ADP B7*
 - *Cite evidence to justify maintaining or modifying one's own position ADP B7*
 - *Accept ambiguity and lack of consensus among the group members ADP B7*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication. SFS 3.1

Objective 5.1.3: The student will determine the effectiveness of large- and small-group collaboration and its associated product(s).

The student will

- *Analyze the extent to which the group achieves its stated goal or purpose*
- *Conduct an evaluation of group dynamics using previously established criteria (e.g., a teacher-supplied rubric, a group-generated rubric)*
- *Conduct a self-evaluation using previously established criteria*
- *Suggest strategies for improvement of identified weaknesses*
- *Set both group and individual goals for future large- and small-group collaboration*
-

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6

Objective 5.2.1: The student will apply effective rhetorical structures (e.g., introductions, sequence, illustrations, conclusions). ADP A, B

The student will

- *Choose the appropriate techniques for developing the introduction and conclusion, of a speech or other oral presentation*
- *Use elements of classical speech forms (i.e., Introduction, transitions, body, and conclusion) in formulating arguments ADP B6*
- *Develop ideas and concepts with examples, analogies, and other comparisons*
- *Establish a logical organization (e.g., comparison/contrast, sequence and chronology)*
- *Use transitions to move from one idea to the next ADP B6*
- *Support assertions and judgments with sound evidence ADP B6*
- *Speak extemporaneously on an assigned or self-selected topic of interest*

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6

Objective 5.2.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP A, B

The student will

- *Rehearse oral texts for effective diction, intonation, enunciation, and gestures ECLG 2.2.4*
- *Use effective diction to establish a tone appropriate to audience and purpose*
- *Employ proper eye contact, speaking rate, volume, enunciation, and gestures to communicate ideas clearly and effectively ADP B6*
-

Objective 5.2.3: The student will use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

The student will

- *Determine the advantages and limitations of specific visual aides and other media*
- *Apply an understanding of purpose and audience needs when selecting props, visual aids, and electronic media*
- *Incorporate props, visual aids (e.g., graphs, charts, diagrams, time lines, tables) to support and convey information and meet audience needs*

Standard 6: The student will listen in a variety of situations and for a variety of purposes. SFS 3.2.2

Indicator 6.1: The student will process and analyze information presented orally.

Objective 6.1.1: The student will apply skills and strategies to gather and interpret verbal messages. SFS 3.2.2

The student will

- *Identify the purpose for listening (e.g., listening critically for the argument and/or thesis, listening for directions or steps in a process, or listening for enjoyment or relaxation) SFS 3.2.2*
- *Apply strategies for attending to verbal messages appropriate for the purpose or situation (e.g., taking notes, outlining, periodically summarizing, or self-questioning) SFS 3.2.2*
- *Identify key points and important details by listening for specific rhetorical strategies and other markers (e.g., repetition, parallelism, numerical and other transitions; and variations in volume, pitch, stress, and pace) SFS 3.2.2*

Objective 6.1.2: The student will demonstrate understanding of information and ideas communicated orally. ADP B

The student will

- *Identify pertinent information or details and disregard unimportant or extraneous information*
- *Restate the thesis of a speech and the elements that develop it ADP B4*
- *Summarize and/or paraphrase information presented orally by others in both small- and large-group settings (e.g., ideas or information learned from a speech of focused discussion) ADP B2, B3*
- *Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject*
- *Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in some other form SFS 3.2.2*
- *Follow spoken instructions to complete a task, respond to a question, or solve a problem by focusing on critical information ADP B1*

Objective 6.1.3: The student will analyze the effect of nonverbal cues on oral communication.

The student will

- *Determine the connection between specific nonverbal cues and cultural background*
- *Determine the significance of facial expressions and hand gestures*
- *Determine the effect of proxemics (personal space) on the speaker, receiver, and the message*
- *Determine the significance of kinesics (body movement) and touch*
Determine the significance of paralanguage (e.g., intonation, rhythm, speed)