

5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, and respond to classmates' writing).

Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Final drafts are formatted appropriately for the mode. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Compose fictional, biographical, or autobiographical narratives or short stories that:
 - a. create and develop characters including character motivation, gestures, and feelings.
 - b. create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution, and conclusion.
 - c. create and develop an appropriate point of view.
 - d. create and develop a setting with a narrative that is relevant to the overall meaning of the work.
 - e. use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.
2. Compose expository compositions, including analytical essays and research reports that:
 - a. integrates evidence in support of a thesis including information on all relevant perspectives.
 - b. quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.
 - c. integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - d. integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - e. identifies and addresses reader's potential misunderstandings, biases, and expectations.
 - f. uses technical terms and notations accurately.
3. Compose persuasive/argumentative compositions that:
 - a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - b. use exposition, narration, and description to support the main argument.
 - c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. effectively address reader's concerns, counterclaims, biases, and expectations
4. Create documents related to career development that:
 - a. use a conventional format to write a formal letter, email, or memorandum.

- b. present information purposefully and in brief to meet the need of the intended audience.
 - c. use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).
5. Write reflective papers that may address one of the following purposes:
- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.
 - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
 - c. complete a self-evaluation on a class performance.
6. Write responses to literature that:
- a. demonstrate the significant ideas of literary works.
 - b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
 - c. demonstrate awareness of author's style and an appreciation of the effects created.
 - d. identify and assess the impact of ambiguities, nuances, and complexities within the text.
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.
8. Write friendly, formal letters, emails, and memorandum, and continue to produce other writing forms introduced in earlier grades.
9. Use appropriate essay test-taking and time-writing strategies that:
- a. budget time for prewriting, drafting, revising, and editing.
 - b. prioritize the question/prompt.
 - c. identify the common directives from the prompt (identify command verbs: *explain, compare, evaluate, define, and develop*, etc.).
 - d. analyze the question or prompt and determine the appropriate mode of writing.
 - e. apply appropriate organizational methods to thoroughly address the prompt.
 - f. evaluate work using editing checklist or rubric if available.
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Use correct verb forms and tenses.
- c. Use correct subject-verb agreement.
- d. Use active and passive voice.
- e. Identify and correctly use linking, transitive, and intransitive verbs.
- f. Use nominative, objective, and possessive nouns and pronouns correctly.
- g. Use abstract, concrete, and collective nouns correctly.
- h. Correct pronoun/antecedent agreement and clear pronoun reference.
- i. Correct types, forms, and cases of pronouns
- j. Use correct forms of positive, comparative, and superlative adjectives.

2. **Mechanics and spelling.** Demonstrate appropriate language mechanics in writing.

- a. Apply capitalization rules appropriately in writing.
- b. Use correct formation of plurals.
- c. Demonstrate correct use of punctuation and recognize its effect on sentence structure including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. hyphens, dashes, parentheses, and brackets
- d. Demonstrate correct use of punctuation in research writing including:
 - (i) formal outline
 - (ii) parenthetical documentation
 - (iii) works cited/bibliography
- e. Use correct spelling including:
 - (i) commonly misspelled words and homonyms

(ii) spell consonant changes correctly Example:recede/recession; transmit/transmission.

(iii) spell correctly Greek and Latin derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes).

3. Sentence structure. Demonstrate appropriate sentence structure in writing.

- a. Identify and use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.
- d. Correct fragments.
- e. Correct comma splices.
- f. Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.
- g. Write effective simple, compound, complex, and compound-complex sentences.

Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Focus attention on the speaker's message.
2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.
5. Use feedback to evaluate own effectiveness and set goals for future presentations.

Standard 2: Speaking - The student will express ideas and opinions in group or individual

situations.

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative messages effectively.
3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

1. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.
2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

LANGUAGE ARTS Grade 10

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- *2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).
 - d. Recognize signal/transitional words and phrases and their contributions to the

meaning of the text (e.g., however, in spite of, for example, consequently).

2. Inferences and Interpretation

- a. Use elements of the text to defend responses and interpretations.
- b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- *c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).

3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

4. Analysis and Evaluation

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Evaluate deceptive and/or faulty arguments in persuasive texts.
- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.

- a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.

- b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
 2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved.
 - b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
 3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
 - *c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
 4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Standard 4: Research and Information: The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.

a. Access information from a variety of primary and secondary sources.

*b. Skim text for an overall impression and scan text for particular information.

- c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
 - b. analyze audience and purpose:
 - i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
 - ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.
 - c. analyze appropriate mode/genre.
 - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - e. revise for appropriateness of organization, content, and style.
 - f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear controlling idea or thesis.
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view.
- e. understand and apply formal and informal diction.

3. Demonstrate organization, unity, and coherence by using transitions and sequencing:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
- e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
- f. evaluate whether sentence structures are varied in type, length, and complexity.

4. Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:

- a. apply Standard English usage, spelling and mechanics to text.
- b. correct errors in grammatical conventions.
- c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
- e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).

Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriate for the mode/genre.

1. Compose fictional, biographical or autobiographical narratives or short stories that:
 - a. establish and develop dynamic and static characters including character motivation, gestures, and feelings.
 - b. establish and develop a plot that effectively communicates the overall theme and establishes significant events.
 - c. establish and maintain a consistent point of view especially third person limited or omniscient point of view.
 - d. establish and develop a setting within a narrative that is relevant to the overall meaning of the work.
 - e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.
 - f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays and research reports that:
 - a. integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
 - b. communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.
 - c. integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.

- d. integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.
 - f. use technical terms and notations accurately.
3. Compose persuasive/argumentative compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - b. use exposition, narration, description, and argumentation to support the main argument.
 - c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.
 - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - e. effectively address reader's concerns, counterclaims, biases, and expectations.

*4. Create documents related to career development that:

- a. follow conventional format for email, formal letter, or memorandum.
- b. provide clear and purposeful information and address the intended audience appropriately.
- c. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.

5. Compose reflective papers that may address one of the following purposes:

- a. express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.
- b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
- c. complete a self-evaluation on a class performance.

6. Use appropriate essay test-taking and time-writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.
- b. prioritize the question/prompt.
- c. identify the common directives from the prompt (identify command verbs: *explain*, *compare*, *evaluate*, *define*, and *develop*, etc.)

- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the prompt.

7. Compose responses to literature that:

- a. integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.
- b. evaluate the impact of genre, historical, and cultural context on the work.
- c. evaluate the impact of literary elements/devices and complexities within the work.
- d. extend writing by changing mood, plot, characterization, or voice.

8. *Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:

- a. incorporates relevant integrated quotations, summary, and paraphrase with commentary.
- b. includes internal citations.
- c. contains a works cited/bibliography.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

1. **Standard English Usage.** The student will demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Use nominative, objective, possessive nouns.
- c. Use abstract, concrete, and collective nouns.
- d. Use correct verb forms and tenses.
- e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
- f. Distinguish transitive, intransitive, and linking verbs.
- g. Distinguish active and passive voice.
- h. Use correct pronoun/antecedent agreement and clear pronoun reference.
- i. Use correct forms of positive, comparative, and superlative adjectives.

- j. Use correct form of conjunction (coordinating, correlating, or subordinating).
 - k. Use appositives and verbals in compositions.
2. Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing.
- a. Apply capitalization rules appropriately in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets
 - c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography
 - d. Use correct formation of plurals.
 - e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence structure. The student will demonstrate appropriate sentence structure in writing.
- a. Identify and use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
 - e. Correct comma splices.
 - f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.

g. Use a variety of sentence structures and lengths to create a specific effect.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

***Standard 1: Listening - The student will listen for information and for pleasure.**

1. Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.
4. Use feedback to evaluate own effectiveness and set goals for future presentations.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.**

1. Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).
2. Investigate how symbols, images, sound, and other conventions are used in visual media

(e.g., time lapse in films; set elements that identify a particular time period or culture).

***Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Investigate and present the sources of a media presentation or production such as who made it and why it was made.
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

Language Arts

Grade 11

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
 - d. Construct images such as graphic organizers based on text descriptions and text structures.

2. Inferences and Interpretation

- a. Interpret the possible inferences of the historical context on literary works.
- b. Describe the development of plot and identify conflict and how they are addressed and resolved.
- c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
- d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.

3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

4. Analysis and Evaluation

- a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
- b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
 - b. Analyze the characteristics of subgenres including allegory and ballad.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
 - b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and explain sound devices including alliteration and rhyme.
 - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works - Read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

- c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
- d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Standard 4: Research and Information - The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
 - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

Writing/grammar/mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.

Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: Writing Process. The student will use the writing process to write coherently.

1. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.
- b. develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.
- c. evaluate audience and purpose:
 - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).
 - ii. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
- d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
- e. revise drafts for organization, content and style.
- f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
- g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear, controlling idea or thesis.
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
- e. understand and apply formal and informal diction for a desired effect.

3. Demonstrate organization, unity, and coherence during revision process:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed.

- e. apply a consistent and appropriate point of view.
- f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

- a. apply Standard English usage and correct spelling in text.
- b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
- d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

7. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: Modes and Forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and become familiar with forms of job applications and resumes. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience [intended reader] and purpose for writing.

1. Compose fictional, biographical or autobiographical narratives that:

- a. create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings.
- b. create and develop a plot that effectively communicates the author's purpose.
- c. create and self-select first or third person point of view appropriate for the author's purpose.
- d. create and develop a setting within a narrative that is relevant to the overall meaning of the work.

- e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.
 - f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
- a. integrate evidence in support of a thesis including information on all relevant perspectives.
 - b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
 - c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.
 - d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
 - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.
3. Compose persuasive compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - b. use exposition, narration, description, and argumentation to support the main argument.
 - c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
 - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - e. effectively address reader's concerns, counterclaims, and individual or group biases.
4. Compose reflective compositions that:
- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.
 - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
5. Create documents related to career development that:
- a. follow conventional format for formal letter, email, and memorandum.
 - b. provide clear, purposeful information and address the intended audience appropriately.

- c. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- d. modify the tone to fit the purpose and audience.
- e. follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
- f. use accurate information to create an effective resume.

6. Compose responses to literature that:

- a. evaluate the significant ideas of literary works or passages including plot development and characterization.
- b. integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition.
- c. evaluate the impact of genre, cultural, and historical context on the work.
- d. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.

7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.

8. Compose documented papers that:

- a. integrate relevant quotations, summary, and paraphrase with commentary.
- b. includes internal citations using various formats of research writing.
- c. contains a works cited/bibliography consistent with the selected research-writing format.

* 9. Use appropriate essay test-taking and time-writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.
- b. prioritize question/prompt.
- c. identify common directives from the prompt (identify common verbs: *explain, compare, evaluate, define, and develop*, etc.).
- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the prompt.
- f. evaluate work using editing checklist or rubric if available.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate

practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Standard English Usage-Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Identify and use correct verb forms and tenses.
 - c. Identify and use correct subject-verb agreement.
 - d. Identify and use active and passive voice.
 - e. Identify and use concrete, abstract, and collective nouns.
 - f. Identify and use nominative, objective, and possessive nouns.
 - g. Identify and use correct pronoun/antecedent agreement and clear pronoun reference.
 - h. Identify and use correct forms of positive, comparative, and superlative adjectives.
 - i. Identify and use coordinating, correlating, and subordinating conjunctions.
 - j. Identify and use appositives and verbals.
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
 - a. Apply capitalization rules appropriately in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets
 - c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography
 - d. Use correct formation of plurals.

- e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

3. Sentence structure - Demonstrate appropriate sentence structure in writing.

- a. Maintain parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.
- d. Correct fragments.
- e. Correct comma splices
- f. Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information
- g. Effectively use a variety of sentence structures and lengths to create a specific effect

4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
3. Listen and respond appropriately to presentations and performances of peers or published

works such as original essays or narratives, interpretations of poetry, and individual or group performances.

4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.
2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.
4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1. Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.
2. Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.

LANGUAGE ARTS

Grade 12

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).
2. Research unfamiliar words based on characters, themes, or historical events.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

1. Literal Understanding

- a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
- b. Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
- c. Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.
- d. Construct images such as graphic organizers based on text descriptions and text structures.

e. Read silently with comprehension for a sustained period of time.

2. Inferences and Interpretation

a. Interpret the possible inferences of the historical context on literary works.

b. Describe the development of plot and identify conflicts and how they are addressed and resolved.

c. Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).

d. Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.

3. Summary and Generalization

a. Determine the main idea and supporting details by producing summaries of text.

b. Use text features and elements to support inferences and generalizations about information.

c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.

4. Analysis and Evaluation

a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.

b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

e. Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide

variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
 - b. Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
 - b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and explain sound devices including alliteration and rhyme.
 - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.

4. Literary Works - Read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
 - d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Standard 4: Research and Information - The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
 - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
 - f. Compile written ideas and information into reports, summaries, or other formats and draw conclusions.

Writing/grammar/ mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes logs, interviews, or reading to generate ideas, develop voice, gather information, and plan.
- b. develop main idea/thesis.
- c. evaluate results of prewriting activities and select appropriate topic.
- d. evaluate audience and purpose for writing:
 - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make a social and/or political statement, or share an experience or emotion).
 - ii. evaluate the writing task, considering the assumptions, values, and background knowledge of the intended audience.
- e. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
- f. develop multiple drafts, individually and collaboratively, to categorize ideas organize them into paragraphs, and blend paragraphs into larger text.
- g. revise drafts for organization, content, and style.
- h. edit/proofread for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
- i. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear, controlling idea or thesis
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
- e. understand and apply formal and informal diction for a desired effect.

3. Demonstrate organization, unity and coherence during revision process:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed.
- e. apply a consistent and appropriate point of view.
- f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

- a. apply Standard English usage and correct spelling in text.
- b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
- d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

7. Evaluate own and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

8. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description: to produce text, reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write fictional, biographical or autobiographical narratives that:

- a. create and develop a character who experience internal and external conflicts, including character motivation, gestures, and feelings.
 - b. create and develop a plot that effectively communicates a pattern.
 - c. create and manipulate point of view to reveal author's purpose.
 - d. create and develop a setting to reinforce the mood.
 - e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion and frame story.
 - f. narrate a sequence of events.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
- a. integrate evidence in support of a thesis including information on all relevant perspectives.
 - b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
 - c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.
 - d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
 - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or technical diction.
 - f. use technical terms and notations accurately.
3. Compose persuasive compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
 - b. use exposition, narration, description, and argumentation to support the main argument.
 - c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
 - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - e. effectively address reader's concerns, counterclaims, and individual or group biases.

4. Write reflective compositions that:

- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.
- b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.

5. Create documents related to career development that:

- a. appropriately present purposeful and precise information to meet the need of the intended audience.
- b. write an email, formal letter, or memorandum, using conventional format.
- c. follow the conventional style for a specific document (resume, cover letter of application), and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
- d. use accurate information to create various resume formats.
- e. modify the tone to fit the purpose and audience.
- f. use accurate information to create an effective resume.

6. Compose responses to literature that:

- a. evaluate the significant ideas of literary works or passages including plot development and characterization.
- b. evaluate the impact of genre, cultural, and historical context on the work.
- c. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.
- d. support important ideas and viewpoints with accurate and detailed reference to the text or to other works.

7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.

8. Write documented papers that:

- a. incorporate relevant integrated quotations, summary, and paraphrase with commentary.
- b. include internal citations using various formats of research writing.
- c. contain a works cited/bibliography consistent with the selected research-writing format.

9. Use appropriate essay test-taking and time writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.

- b. prioritize the question/prompt.
- c. identify common directives from the question/prompt (identify common verbs: *explain, compare, evaluate, define, and develop*, etc.).
- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the question/prompt.
- f. evaluate work using editing checklist or rubric, if available.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Identify and use correct verb forms and tenses.
- c. Identify and use correct subject-verb agreement.
- d. Distinguish active and passive voice.
- e. Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.
- f. Identify and use correct forms of positive, comparative, and superlative adjectives.
- g. Continue to identify and use all grammar structure from prior grades.

2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.

- a. Demonstrate correct use of capitals.
- b. Use correct formation of plurals.
- c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
- d. Use correct spelling of commonly misspelled words and homonyms.

3. Sentence structure - The student will demonstrate appropriate sentence structure in writing.

- a. Use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.

- d. Correct fragments.
- e. Correct comma splices.
- f. use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
- g. effectively use a variety of sentence structures and lengths to create a specific effect.

4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact; and demonstrate poise and control while presenting.

2. Use language and rhetorical strategies skillfully in informative and persuasive messages.
3. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
4. Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
5. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.
6. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1. Use the effects of media on constructing his/her own perception of reality.
2. Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.

GLOSSARY

affix - an element added to the base, stem, or root of a word to form a fresh word or stem. Principal kinds of affix are prefixes and suffixes. The prefix un- is an affix which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish makes wished.

alliteration - a device commonly used in poetry and occasionally in prose: the repetition of an initial sound in two or more words of a phrase, line of poetry, or sentence (e.g., "Our souls have sight of that immortal sea.").

analogies - comparisons of the similar aspects of two different things.

antonym - words which have opposite meanings (e.g., hot and cold).

archetype - a descriptive detail, plot pattern, character type, or theme that recurs in many different cultures. One such archetype that appears in Shakespeare's Macbeth is the battle between the forces of good and the forces of evil.

autobiography - the biography of a person written by oneself.

balanced reading program - dual emphasis, stress on both skill and application of skills. A balanced reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. A balanced reading program includes reading to whole groups of students, guided reading activities with groups of students, shared reading, and independent reading by individual students.

base word - a word to which a prefix or suffix may be added to form a new word (e.g., go + ing = going).

biography - story about the achievements of others; helps students see history as the lives and events of real people and to appreciate the contribution of all cultures; subjects include explorers; political heroes and heroines; and achievers in literature, science, sports, the arts, and other disciplines; effectiveness depends on accuracy, authenticity, and an appealing narrative style.

CVC - consonant/vowel/consonant

choral reading - group reading aloud (e.g., choral reading may be used with a group to develop oral fluency or to make a presentation to an audience).

cinquain - poetic form; structure may follow a 2-4-6-8-2 syllable pattern or may follow a simpler form using words per line in a 1-2-3-4-1 pattern.

compound word - a word made by putting two or more words together (e.g., cowboy).

consonant blend - the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (e.g., bl, gr, sp)

consonant digraph - consists of two consonants that together represent one sound (e.g., sh, ch, th, wh).

consonants - the letters of the alphabet (excluding a, e, i, o, u, usually including w and y); represented by a single sound made by a partial or complete obstruction of air.

context clue - the information from the immediate textual setting that helps identify a word or word group.

contraction - a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

convention - accepted practice in written language.

cooperative learning - activities in which students work together in groups to achieve a common goal.

critical thinking - logical, reflective thinking that is focused on deciding what to believe or do.

It may include analyzing arguments, seeing other points of view, and/or reaching conclusions.
cubing - a method for discovering ideas about a topic by using six strategies (in any order) to investigate it: describe it, compare it, associate it, analyze it, apply it, and argue for or against it.

cues/cueing system - Sources of information used by readers to construct meaning. The language cueing system includes the graphophonic system — the relationship between oral and written language (phonics); the syntactic system — the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and the semantic system — the meaning system of language.

decode - to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

descriptive writing - One of four chief composition modes. Writing which paints a picture of a person, place, thing, or idea using vivid details.

dialect - a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

diamante - poetic form; structure follows a diamond shape of seven lines as follows: one noun, two adjectives, three participles, four related nouns, or a phrase of four words, three participles, two adjectives, and one noun.

diphthong - a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast they are considered one syllable (e.g., ou, ow, oi/oy).

directionality - the ability to perceive spatial orientation accurately (left to right).

epic literature - long narratives detail the adventures of a single heroic figure; the center of action revolves around the relationship between the heroic figure and the gods; the main character symbolizes the ideal characteristics of greatness; many were originally written as poetry or songs; language is lyrical, stately, and rich with images.

essays - documentary records on diverse topics such as slavery, life in the 12th century England, or songs of the American Revolution; content is based upon or adapted from an original document in diary, letter, or essay form.

etymology - the study of the origins of words; an account of the history of a particular word.

evaluative - questioning that requires the reader to use experiential background knowledge in conjunction with information explicitly stated in the text (e.g., reading beyond the line).

expository - a reading or writing selection which explains, defines, and interprets. It covers all compositions which do not primarily describe an object, tell a story, or maintain a position (e.g., content-area textbooks, magazine articles, editorials, essays).

fables - tales concern human conduct with moralistic overcomes; animals exhibit human qualities and behaviors.

fairytale - a folktale about real-life problems usually with imaginary characters and magical events.

fantasy - characters or settings depart from what is realistic; the author makes the impossible believable; characters include humanized animals, good and evil stereotypes, heroes and heroines with magical powers.

fiction - plots are simple, fast-paced and predictable; characters and their actions appeal to young children; illustrations contribute to story line; rhyme and repetition encourage reading aloud; story and language appeal to sense of humor through word play, nonsense, surprise, and exaggeration; illustrations encourage participation through naming, pointing, and seeking.

figurative language - writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways (e.g., “the apple of my eye,” “forever chasing rainbows”).

flashback - the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information.

fluency - freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval.

folktales - time and place are generic (e.g., “Once upon a time in a faraway castle . . .”); stories are not intended to be accepted as true; plots use predictable motifs (e.g., ogres, magic, supernatural helpers, quests); story line is frequently a series of recurring actions; characters are one-dimensional.

foreshadowing - the technique of giving clues to coming events in a narrative.

genre - a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all genres.

grapheme - a written or printed representation of a phoneme (e.g., b for /b/ and oy for /oi/ in boy)

graphophonic cues - the relationship between graphemes and the phonemes they represent. These symbol-sound-association skills can be used as an aid in recognizing a word that is not firmly fixed in sight vocabulary, especially if used in conjunction with other cues (e.g., determining the sound of the initial letter or two and the use of context may be all that is needed to recognize a word).

high frequency words - a word that appears many more times than most other words in spoken or written language (e.g., the, of, said, for).

historical fiction - stories are grounded in history but not restricted by it; the historical setting is an authentic and integral part of the story; characters’ actions, dialogue, beliefs, and values are true to the historical period.

homographs - words which are spelled alike but have different sounds and meanings (e.g., bow and arrow vs. bow of a ship).

homonyms - words which sound the same but have different spellings and meanings (e.g., bear, bare).

hyperbole - obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally. Hyperboles are often used for dramatic or comic effect. Example: “He died a thousand deaths.” “The discussion lasted an eternity.”

idiom - an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

imagery - the use of language to create vivid pictures in the reader's mind.

independent reading level - the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension.

inferential - a reasoned assumption about meaning that is not explicitly stated (e.g., reading between the lines).

instructional reading level - the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support. irony - a figure of speech of which the literal meaning of the word is the opposite of its intended meaning (e.g., I could care less); a literary technique for implying, through plot or character, that the actual situation is quite different from that presented.

journal - a less private form of diary. It is more readily shared, allows more flexibility, and is more adaptable as a teaching tool. It is especially useful when used to elicit responses to reading, issues, and events under study.

legends - plots record deeds of past heroes; stories are presented as true; stories are usually secular and associated with wars and victories.

literal - information directly from the text (e.g., on the line).

literature – text created for a specific purpose (poem, story, novel, etc.).

main idea - the gist of a passage; central thought.

medial - coming in the middle of a word.

metaphor - a figure of speech in which a comparison is implied by analogy but is not stated.

mode of writing - any of the major types of writing (e.g., argumentation, description, exposition, narration).

mood - the emotional state of mind expressed by an author or artist in his or her work; the emotional atmosphere produced by an artistic work.

mystery - tightly woven plots have elements of suspense, danger, or intrigue; plots are fast-paced and frequently involve foreshadowing or flashback.

myths - stories are seen as true in the represented society; plots are usually associated with theology or ritual; accounts frequently explain natural phenomena.

narrative - a reading or writing selection which tells a story (e.g., fables, fairy tales, legends, tall tales, short stories, novels).

neologism - a new word or phrase, or a new meaning of, for an established word. Neologism also applies to new doctrines, such as a fresh new interpretation of the Bible or of some other work of literature.

nonfiction - information is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

onomatopoeia - the formation and use of words that suggest by their sounds the object or idea being named (e.g., bow wow, bang, buzz, crackle, clatter, hiss, murmur, sizzle, twitter, zoom).

onset - all of the sounds in a word that come before the first vowel.

pacing - setting one's own reading rate by using a pattern appropriate for the reading task.

personification - metaphorical figure of speech in which animals, ideas, and things are represented as having human qualities.

phoneme - a minimal sound unit of speech that distinguishes one word from another (e.g., lace, lake).

phonemic awareness - ability to manipulate, detect, and change sounds in spoken language (precedes phonics instruction).

phonics - a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words.

point-of-view - the way in which an author reveals a perspective/viewpoint, as in characters, events, and ideas in telling a story.

predictable text - books with dramatic cumulative repetitions and dependable schemes of rhyme and language that help children anticipate and thereby decode the printed page (e.g., Brown Bear, Brown Bear).

prediction strategy - a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech.

prefix - a syllable or group of syllables attached to the beginning of a word, or root, to change its meaning (e.g., reprint, unpack, dislike).

prior knowledge - knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension.

propaganda - an extreme form of written or spoken persuasion intended to influence the reader, though sometimes subtly, and usually by one-sided rather than objective argument (e.g., advertising propaganda to sell a product).

Readers Theatre - a performance of literature, as a story, play, poetry read aloud expressively by one or more persons, rather than acted.

r-controlled vowels - the modified sound of a vowel immediately preceding /r/ in the same

syllable, e.g., care, never, sir, or.

recursive process - moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

representing - the presentation aspect of viewing. It is nonverbal depiction of communication.

rime - the part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is -ag; of swim, -im).

root word - a word with no prefix or suffix added; may also be referred to as a base word.

Rule of Thumb - a method students can use to make their reading selections. Students select a book, open it to any page, and read. One finger is raised for each unknown word. If they encounter more than five words that they cannot pronounce, probably it is a good idea to select another book.

schwa - A mark showing an absence of a vowel sound. The neutral vowel sound of most unstressed syllables in English, e.g., sound of a in ago or e in agent. This is the symbol, (, for this sound.

science fiction - relies on hypothesized scientific advancements and raises questions about the future of humanity; can be a useful vehicle for examining issues related to human survival in an uncertain future.

semantic cues - semantic cues involving word-meaning knowledge and a general sense of the test's meaning.

sight word - any word recognized by memory only.

silent e - an e that makes no sound that is usually found in the final position of an English root word.

simile - a combination of two things that are unlike, usually using the words like or as (e.g., soft as a kitten).

soft c and g rule - when c or g is followed by e, i, or y, it is usually soft.

structural analysis - the process of using knowledge of root words, endings, and affixes to decode words.

subvocalize - reading to oneself.

suffix - a syllable or group of syllables attached to the end of a word, or root, to change its meaning (e.g., s, ed, ing).

Sustained Silent Reading/Drop Everything and Read - child reads self-selected literature 10-30 minutes daily. A brief pair discussion, approximately 2 minutes, follows SSR/DEAR.

syllabication - the division of words into syllables.

syllable - a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound.

symbolism - use of one thing to suggest something else, specifically the use of symbols to represent ideas in concrete ways; the implied meaning of a literary work.

synonyms - words which have the same meaning.

syntactic cues - syntactic cues involve implicit knowledge of word order and the functions of words. Only certain word sequences are allowable in English, and only certain kinds of words fit into particular slots in our sentence patterns (e.g., the baseball player _____ the ball. The missing word must be a verb).

tall tales - a story about an impossible or exaggerated happening related in a realistic,

matter-of-fact, and often humorous way (e.g., Paul Bunyan).

text – any printed material.

theme - a topic of discussion in writing. A major idea broad enough to cover the entire scope of a literary work of art. A theme can be a noun or phrase (e.g., friendship, justice).

transitional spelling - the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

VC - vowel/consonant

vowel digraph - two vowels pronounced in such a way that the letters together stand for one sound (e.g. /a/ in sleigh).

vowels - a, e, i, o, u and sometimes y and w; made without any air obstruction.

webbing - instructional activities, particularly graphic ones, that are designed to show the relationship among ideas or topics in text or to plan for writing: cognitive mapping.

writer's workshop - instructional time that includes mini-lessons, peer/teacher conferences, process writing, sharing time, author's chair, sustained silent reading, and small teaching groups.

writing folders - a folder or notebook that contains writing generated during the various stages of the writing process.

y as a vowel rule - if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e.