

**ACQUISITION OF VOCABULARY**

1. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
2. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
3. Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
4. Comprehend foreign words and phrases in texts that are commonly used in English
5. Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts
6. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
7. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

**READING PROCESS****Reading Across the Curriculum**

8. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and print or non-print forms)
9. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
10. Read increasingly challenging whole texts in a variety of genres (e.g., poetry, drama, fiction, non-fiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

**Reading Strategies**

11. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., identifying purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
12. Monitor comprehension when reading increasingly challenging texts, using the most appropriate strategies (e.g., rereading, reading on, changing rate of reading)
13. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluate questions.
14. Annotate a text (highlighting, underlining, writing in margins, etc.) in order to interact with it.
15. Close-read in order to interpret increasingly challenging texts
16. Compare texts to previously read texts, past and present events, and/or content learned in other coursework

**READING APPLICATIONS****Knowledge of Literary and Nonliterary Forms**

17. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches, films, advertisements, artwork) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
18. Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography *The Story of My Life* and in the play and movie *The Miracle Worker*)
19. Read dramatic literature (e.g., *Our Town*, *Romeo and Juliet*) and analyze its conventions to identify how they express a writer's meaning.
20. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism).

**Influence on Texts**

21. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck's novel *Of Mice and Men* and Dorothea Lange's photographs)
22. Describe archetypal images used in literature and film (e.g., the portrayal of Curley's wife in John Steinbeck's novel *Of Mice and Men* as the biblical Eve)

**Author's Voice and Method**

22. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
23. Distinguish between author and narrator/speaker/persona in increasingly challenging texts
24. Identify, analyze, and evaluate literary elements as they are used together to create meaning in increasingly challenging texts
25. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
26. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
27. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck's novel *Of Mice and Men*)
28. Describe what makes an author's style distinct from the styles of others
29. Identify the author's stated or implied purpose in increasingly challenging texts

**Literary Criticism**

30. Provide an interpretation of a literary work that is supported by evidence from the text and from well-argued reasoning
31. Read literary criticism, with assistance, to increase comprehension of increasingly challenging texts

**Persuasive Language and Logic**

32. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches.
33. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions
34. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
35. Distinguish between fact and opinion, basing judgments on evidence and reasoning

**WRITING****Writing Process**

36. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading, train of thought) to generate, focus, and organize ideas as well as to gather information
37. Analyze writing assignments in terms of purpose and audience to determine which genre to use (e.g., writing a letter to the editor endorsing need for a dog park)
38. Revise, refine, edit, and proofread one's own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
39. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g. drawings, charts, graphs); use electronic resources to enhance the final product.

**Organization, Unity, and Coherence**

40. Establish and develop a clear thesis statement for informational writing, or a clear plan or outline for narrative writing
41. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
42. Add important information and delete irrelevant information to more clearly establish a central idea
43. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic purposes
44. Write an introduction that engages readers and a conclusion that extends or elaborates points/ideas in the writing

**Sentence-Level Constructions**

45. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
46. Use a variety of sentence structures to vary pace and to support meaning
47. Use parallel structure to present items in a series and items juxtaposed for emphasis
48. Use resources and reference materials to select effective and precise vocabulary that creates style, tone, and voice

49. Use language effectively to meet the needs of audience and purpose
50. Use strong action verbs, sensory details, vivid imagery, and precise words as necessary to achieve purpose

## WRITING APPLICATION

### Writing for Different Purposes

51. Craft a series of drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
52. Craft a series of drafts of informational essays that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples
53. Craft a series of drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
54. Craft a series of drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
55. Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
56. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters

## WRITING CONVENTIONS

### Conventions of Usage

57. Correctly spell commonly misspelled/confused words
58. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
59. Make subject and verb agree in number

60. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
61. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms
62. Correctly use parts of speech

**Conventions of Punctuation**

63. Recognize that several correct punctuation choices exist and can create different effects (e.g., joining two independent clauses in a variety of ways)
64. Use punctuation correctly within sentences and words (e.g. hyphenation)
65. Demonstrate correct use of capitalization

**COMMUNICATIONS****1. Comprehension and Analysis**

66. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
67. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
68. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
69. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event

**2. Application**

70. Use elements of speech—introduction, transitions, body, and conclusion—including the use of facts, quotations, anecdotes, and/or references to authoritative sources
71. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
72. Give presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to plan or outline
73. Write and deliver presentations/speeches that present a clear and distinct perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
74. Write and deliver persuasive presentation/speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources
75. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing

essential information, noting change-of-pace cues)

76. Actively and effectively participate in small- and large-group discussions by building on ideas generated from the group
77. Create high quality visual aids that enhance the audience's understanding of the presented material (e.g., PowerPoint presentation, documentary film, video montage, etc.)

### RESEARCH

78. Decide on a research issue, develop a preliminary thesis, modifying as necessary to further narrow the issue or extend the focus of the exploration
79. Use research methods (i.e, background reading, online searches) to locate and collect reliable information from primary and secondary sources (print and non-print) in order to develop ideas through a specific product (i.e., oral history, multi-genre)
80. Evaluate multiple sources of information for accuracy, credibility, currency, usefulness, relevance, reliability, and perspective in order to synthesize information
81. Compile and organize the important information to support central ideas, concepts, and themes
82. Summarize, paraphrase, and directly/indirectly quote from sources to support and enhance a position for presentation and/or publication to a specific audience; accurately cite sources to avoid plagiarism
83. Use research findings to support a position and to anticipate counterarguments and/or refute them