

English–Language Arts
Content Standards
for California
Public Schools
Kindergarten Through
Grade Twelve



*Adopted by the
California State Board
of Education*

December, 1997

English–Language Arts
Content Standards
for California
Public Schools

Kindergarten Through
Grade Twelve



Publishing Information

When the *English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* was adopted by the California State Board of Education on November 14, 1997, the members of the State Board were the following: Yvonne W. Larsen, President; Jerry Hume, Vice-President; Kathryn Dronenburg; Marion Joseph; Megan Kephart; S. William Malkasian; Marion McDowell; Janet G. Nicholas; Gerti B. Thomas; Robert L. Trigg; and Marina Tse.

This publication was edited by Faye Ong, working in cooperation with Greg Geeting, Assistant Executive Director, State Board of Education. It was designed and prepared for printing by the staff of CDE Press, with the cover and interior design created and prepared by Cheryl McDonald. Typesetting was done by Gloria Barreiro. It was published by the Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 1998 by the California Department of Education
All rights reserved

ISBN 0-8011-1389-9

Special Acknowledgment

The State Board of Education extends its appreciation to the members and staff of the Commission for the Establishment of Academic Content and Performance Standards (Academic Standards Commission) for their outstanding work in developing and recommending the English-language arts content standards to the State Board of Education under the provisions of *Education Code* Section 60605. The members and staff of the Academic Standards Commission at the time of the approval of the draft English-language arts content standards were the following:

Ellen Wright, Chair*; Bob Calfee, Vice Chair*; Joseph Carrabino; Judy Coddling; Dan Condron; John D'Amelio*; Linda Davis; Bill Evers; Andrew Galef; Jerilyn Harris; Dorothy Jue Lee*; Mark Ortiz; Judy Panton*; Raymund Paredes*; Alice Petrossian*; Kate Simpson*; Lawrence Siskind*; Larry Stupski; Jerry Treadway*; LaTanya Wright*; and Superintendent of Public Instruction Delaine Eastin and her designee, Sonia Hernandez.

Note: The asterisk (*) identifies those members who served on the Academic Standards Commission's English-Language Arts Committee.

Special commendation is also extended to the leadership of Ellen Wright, Chair of the Academic Standards Commission; Scott Hill, Executive Director; Commissioner Alice Petrossian, Chair of the English-Language Arts Committee; and State Board of Education members Kathryn Dronenburg and Marion Joseph, whose significant contributions to the English-Language Arts ad-hoc committee deserve special recognition.

Ordering Information

Copies of this publication are available for \$9.25 each, plus shipping and handling charges. California residents are charged sales tax. Orders may be sent to CDE Press, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; FAX (916) 323-0823. See page 86 for complete information on payment, including credit card purchases, and an order blank. Prices on all publications are subject to change.

A partial list of other educational resources available from the Department appears on page 85. In addition, an illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916) 445-1260.

Notice

The guidance in *English–Language Arts Content Standards for California Public Schools* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)



Prepared for publication
by CSEA members.

Contents



A Message from the State Board of Education and the State Superintendent of Public Instruction	iv
Introduction	v
Kindergarten	1
Grade One	6
Grade Two	11
Grade Three	16
Grade Four	21
Grade Five	28
Grade Six	35
Grade Seven	42
Grade Eight	49
Grades Nine and Ten	56
Grades Eleven and Twelve	66
Glossary	76
Selected References	84



A Message from the State Board of Education and the State Superintendent of Public Instruction

Fifteen years ago the report *A Nation at Risk*, by the National Commission on Excellence in Education (1983), brought squarely to our attention a “rising tide of mediocrity” in our schools. An era of education reform began. The results were somewhat uneven. The reform movement did stimulate important infrastructure improvements: instructional time was increased, high school diplomas came to signify the completion of minimum course requirements, and emphasis was placed on local planning efforts to improve the schools’ efficiency and effectiveness. A shortcoming of the movement up to this point has been the lack of focus on rigorous academic standards. The desire to improve student achievement guided the effort, but it lacked a comprehensive, specific vision of what students actually needed to know and be able to do.

Standards are a bold initiative.

With the adoption of these content standards in English–language arts, California is going *beyond reform*. We are redefining the state’s role in public education. For the first time, we are stating—explicitly—the content that students need to acquire at each grade level through grade eight and in grades nine and ten and grades eleven and twelve. These standards are rigorous. With student mastery of this content, California schools will be on a par with those in the best educational systems in other states and nations. The content is attainable by all students, given sufficient time, except for those few who have severe disabilities. We regard the standards as firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

Standards describe what to teach, not how to teach it.

Standards-based education maintains California’s tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers—with the full support and cooperation of families, businesses, and community partners—are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.

Standards are an enduring commitment, not a passing fancy.

Every initiative in public education, especially one so bold as establishing high standards, has its skeptics. “Just wait a while,” they say, “and standards, too, will pass.” We intend to prove the skeptics wrong, and we intend to do that by completely aligning state efforts to these standards, including the statewide testing program, curriculum frameworks, instructional materials, professional development, preservice education, and compliance review. We will see a generation of educators who think of standards not as a *new layer* but as the *foundation* itself.

English–language arts standards are the appropriate place to begin.

These standards—California’s *first* published content standards—are appropriately for English–language arts. Reading, writing, listening, and speaking are the gateway skills for success in education and careers and for full participation in our society.

Standards are our commitment to excellence.

Fifteen years from now, we are convinced, the adoption of standards will be viewed as the signal event that began a “rising tide of excellence” in our schools. No more will the critical question *What should my child be learning?* be met with uncertainty of knowledge, purpose, or resolve. These standards answer the question. They are comprehensive and specific. They represent our commitment to excellence.

YVONNE W. LARSEN, *President*
California State Board of Education

DELAINE EASTIN
State Superintendent of Public Instruction



Introduction

The *English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels during 13 years in the California public school system. Each standard describes the content students need to master by the end of each grade level (kindergarten through grade eight) or cluster of grade levels (grades nine and ten and grades eleven and twelve). In accordance with *Education Code* Section 60603, as added by Assembly Bill 265 (Chapter 975, Statutes of 1995), the Leroy Greene California Assessment of Academic Achievement Act, there will be performance standards that “define various levels of competence at each grade level . . . [and] gauge the degree to which a student has met the content standards.” The assessment of student mastery of these standards is scheduled for no later than 2001.

The *Reading/Language Arts and English as a Second Language Framework* (forthcoming) will align the curriculum and instructional program to the *English–Language Arts Content Standards*. The framework will serve as a guide for teachers, administrators, parents, and other support personnel on when to introduce knowledge and how to sustain the practice of skills leading all students to mastery. It will also provide

ways in which to assess and monitor student progress; design systematic support and intervention programs; and encourage parent involvement. In addition, the framework will identify instructional and student resources; promote professional development; and suggest strategies for improving communication between school, home, and community. Finally, the framework will address the delivery of content-rich curriculum to special-needs students, especially English language learners, students with disabilities, and learners at risk of failure.

An Essential Discipline

The ability to communicate well—to read, write, listen, and speak—runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

Students who read well learn the tempo and structure of language early in their development. They master vocabulary, variance in expression, and organization and skill in marshaling evidence to support an idea. National Institutes of Health studies indicate that students who are behind in reading in grade three have only a 12 to 20 percent chance of ever catching up.

Fluent Readers and Skilled Writers

Students must read a broad variety of quality texts to develop proficiency in, and derive pleasure from, the act of reading. Students must also have experience in a broad range of writing applications, from the poetic to the technical.

Musicians cannot compose concertos (or play those composed by others) without first learning the scales and practicing them as well as reading and playing the music of the great composers who have survived the test of time. The same is true of young readers and writers and their relationships with the great writers who have preceded them.

Reading and writing technical materials, moreover, are critical life skills. Participation in society—filling out forms, voting, understanding the daily newspaper—requires solid reading and writing competencies. Similarly, most jobs demand the abilities to read and write well. Collegiate and technical courses generally require a high level of proficiency in both abilities. In an emergency, reading and writing with speed and accuracy may literally mean the difference between life and death.

Reading and writing offer the power to inform and to enlighten as well as to bridge time and place. For example, interpreting and creating literary texts help students to understand the people who have lived before them and to participate in, and contribute to, a common literary heritage. Through literature, moreover, students experience the unique history of the United States in an immediate way and encounter many cultures that exist both within and beyond this nation's borders. Through reading and writing students may share perspectives on enduring questions, under-

stand and learn how to impart essential information, and even obtain a glimpse of human motivation. Reading and writing offer incomparable experiences of shared conflict, wisdom, understanding, and beauty.

In selecting both literary and informational texts for required reading and in giving writing assignments (as well as in helping students choose their own reading and writing experiences), local governing boards, schools, and teachers should take advantage of every opportunity to link that reading and writing to other core curricula, including history, social science, mathematics, and science. By understanding and creating literary and technical writing, students explore the interrelationships of their own existence with those of others.

Students need to read and write often, particularly in their early academic careers. Reading and writing something of literary or technical substance in all disciplines, every day, both in and out of school, are the principal goals of these standards.

Confident Speakers and Thoughtful Listeners

Speaking and listening skills have never been more important. Most Americans now talk for a living at least part of the time. The abilities to express ideas cogently and to construct valid and truthful arguments are as important to speaking well as to writing well. Honing the ability to express defensible reflections about literature will ensure comprehension and understanding. Not long ago listening and speaking occupied central places in the curriculum, but only a few schools have maintained this tradition. The time has come to restore it.

English Language Learners

Nearly 25 percent of children in California enter school at various ages with primary languages other than English. The standards in this document have been designed to encourage the highest achievement of every student. No student is incapable of reaching them. The standards must not be altered for English language learners, because doing so would deny these students the opportunity to reach them. Rather, local education authorities must seize this chance to align specialized education programs for English language learners with the standards so that all children in California are working toward the same goal. Administrators must also work very hard to deliver the appropriate support that English language learners will need to meet the standards.

A Comprehensive Synergy

Reading, writing, listening, and speaking are not disembodied skills. Each exists in

context and in relation to the others. These skills must not be taught independently of one another. Rather, they need to be developed in the context of a rich, substantive core curriculum that is geared not only toward achieving these standards per se but also toward applying language arts skills to achieve success in other curricular areas. The good news is that reading, writing, listening, and speaking are skills that invariably improve with study and practice. Mastery of these standards will ensure that children in California enter the worlds of higher education and the workplace armed with the tools they need to be literate, confident communicators.

Organization of This Document

This document is organized by grade level, beginning with kindergarten. A glossary at the back of the book provides definitions of terms used. Full information on publications cited is found in "Selected References."



Grade Seven

READING

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

- 2.6 Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

WRITING

1.0. Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

- 2.1 Write fictional or autobiographical narratives:
 - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
 - b. Develop complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- 2.2 Write responses to literature:
 - a. Develop interpretations exhibiting careful reading, understanding, and insight.
 - b. Organize interpretations around several clear ideas, premises, or images from the literary work.
 - c. Justify interpretations through sustained use of examples and textual evidence.
- 2.3 Write research reports:
 - a. Pose relevant and tightly drawn questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.
 - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
 - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
 - a. State a clear position or perspective in support of a proposition or proposal.
 - b. Describe the points in support of the proposition, employing well-articulated evidence.
 - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
 - a. Include the main ideas and most significant details.
 - b. Use the student's own words, except for quotations.
 - c. Reflect underlying meaning, not just the superficial details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

Sentence Structure

- 1.1 Place modifiers properly and use the active voice.

Grammar

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization

- 1.6 Use correct capitalization.

Spelling

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

LISTENING AND SPEAKING

1.0. Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
 - a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
 - b. Describe complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
- 2.2 Deliver oral summaries of articles and books:
 - a. Include the main ideas of the event or article and the most significant details.
 - b. Use the student's own words, except for material quoted from sources.
 - c. Convey a comprehensive understanding of sources, not just superficial details.
- 2.3 Deliver research presentations:
 - a. Pose relevant and concise questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.
 - c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
 - d. Cite reference sources appropriately.
- 2.4 Deliver persuasive presentations:
 - a. State a clear position or perspective in support of an argument or proposal.
 - b. Describe the points in support of the argument and employ well-articulated evidence.



Grade Eight

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
 - a. Exhibit careful reading and insight in their interpretations.
 - b. Connect the student's own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
 - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 2.5 Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
- 2.6 Write technical documents:
 - a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
 - b. Include all the factors and variables that need to be considered.
 - c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

Spelling

- 1.6 Use correct spelling conventions.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
 - a. Reconsider and modify the organizational structure or plan.
 - b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Deliver oral responses to literature:
 - a. Interpret a reading and provide insight.
 - b. Connect the students' own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 2.3 Deliver research presentations:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
 - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
 - d. Maintain a reasonable tone.
- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.



Grades Nine and Ten

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

WRITING

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.1 Write biographical or autobiographical narratives or short stories:
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 2.5 Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s *Henry V* with Kenneth Branagh’s 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.1. Deliver narrative presentations:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.
- 2.2. Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.3. Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
- 2.4. Deliver oral responses to literature:
 - a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.
- 2.6 Deliver descriptive presentations:
- a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.



Grades Eleven and Twelve

READING

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

- 1.1 Trace the etymology of significant terms used in political science and history.
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

- 2.4. Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- 2.5. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

- 2.6. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1. Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2. 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.
- 3.3. Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions:
 - a. Trace the development of American literature from the colonial period forward.
 - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.6. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*).
- 3.7. Analyze recognized works of world literature from a variety of authors:
 - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).

- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.

Literary Criticism

- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

WRITING

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

- 1.9 Revise text 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 genre.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

- 2.1 Write fictional, autobiographical, or biographical narratives:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- 2.4 Write historical investigation reports:
 - a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal bibliography.
- 2.5 Write job applications and resumés:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 2.6 Deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
 - a. Inductive and deductive reasoning
 - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”).

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver reflective presentations:
 - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life.
 - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 2.2 Deliver oral reports on historical investigations:
 - a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- 2.3 Deliver oral responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
 - b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
 - c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - d. Demonstrate an awareness of the author’s use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- 2.4 Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
- 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").



Glossary

active voice	A verb form in which the subject of the verb carries out some action. <i>Example: He hit the ball.</i>
affix	A bound (nonword) morpheme that changes the meaning or function of a root or stem to which it is attached, such as the prefix <i>ad-</i> and the suffix <i>-ing</i> in <i>adjoining</i> .
alliteration	The repetition of the same sound, usually of a consonant, at the beginning of two or more words immediately succeeding each other or at short intervals. <i>Example: The repetition of f and g in fields ever fresh, groves ever green</i>
alphabetic principle	The assumption underlying alphabetic writing systems that each speech sound or phoneme of a language should have its own distinctive graphic representation.
analogy	A resemblance in some particulars between things otherwise unlike.
anecdotal scripting	The systematic recording of behavioral incidents cited in a literary work for purposes of organization and clarity.
annotated bibliography	The inclusion of additional comments in the works listed in the standard bibliography.
antecedent	A word, phrase, or clause to which a following pronoun refers. <i>Example: Iris tried, but she couldn't find the book. Iris is the antecedent of she.</i>
appeal to reason	A call upon the reader's faculty to think in a rational way to persuade his or her thoughts.
appeal to authority	A call upon an individual or other source as an expert to strengthen an argument made by the author of a work.
appeal to emotion	The <i>ad populum</i> approach is a common fallacy in arguments. Instead of presenting evidence in an argument, it relies on expressive language and other devices calculated to incite enthusiasm, excitement, anger, or hatred.

appeal to pathos (pity)	A common fallacy in arguments, the <i>ad misericordiam</i> approach is a special case of the appeal to emotion in which the altruism and mercy of the audience are the special emotions to which the speaker appeals.
appositive	A word or phrase that restates or modifies an immediately preceding noun. <i>Note:</i> An appositive is often useful as a context clue for determining or refining the meaning of the word or words to which it refers. <i>Example:</i> My son <i>Enrico</i> (appositive) is twelve years old.
archetypal criticism	The study of apparent perennial images, themes, symbols, stories, and myths in literature, including narratives that unite the seasons with literary genres.
archetype	The original pattern or model of which all things of the same type are representations or copies; a perfect example.
attack <i>ad hominem</i>	An attack “against the man”; a fallacious attack in which the thrust is directed, not at the conclusion one wishes to deny, but at the person who asserts or defends it.
bandwagon	A popular party, faction, or cause that attracts growing support; a current or fashionable trend.
base word	A word to which affixes may be added to create related words. <i>Example:</i> <i>Teach</i> in <i>reteach</i> or <i>teaching</i> .
blend	A combination of sounds represented by letters to pronounce a word; sounding out the joining of the sounds represented by two or more letters with minimal change in those sounds, such as the consonant cluster in / <i>gr</i> / in <i>grow</i> , / <i>spl</i> / in <i>splash</i> .
boundary	A division between units of a language, such as between words, word parts, or syllables.
climax	The point of highest dramatic tension or a major turning point in the action (such as in a play, story, or other literary composition).
clustering	A content field technique or strategy to help students freely associate ideas in their experience with a keyword proposed by the teacher, thus forming a group of related concepts; a teaching process of relating a target word to a set of synonyms and other word associations. <i>Note:</i> Clustering may be used to stimulate the recall of related ideas in reading and writing, especially in prewriting.
complement	The word (or words) that completes the action in the predicate of a sentence; to complete a grammatical construction in this way. <i>Example:</i> Tom is a <i>policeman</i> (complement).

compound sentence	A sentence consisting of two or more coordinate independent clauses. <i>Example: George talked and Harry listened.</i>
concrete image	A literal representation of a sensory experience or of an object that can be known by more than one of the senses; representation that involves no necessary change or extension in the obvious meaning of the words; the words call up a sensory representation of the literal object or sensation.
consonant doubling	The addition of a consonant in the formation of some gerunds and participles. <i>Example: Running.</i>
context clues	The information from the immediate textual setting that helps identify a word for decoding (sounding out) and words being read for the first time. The reader's speaking vocabulary is a back-up strategy and is primarily useful to resolve ambiguity (is <i>bread</i> pronounced <i>bred</i> or <i>breed</i> ?) and to confirm the accuracy of decoding (does it make sense and does it sound right?). The context helps resolve which shade of meaning is intended (<i>prog-ress</i> or <i>pro-gress</i>) and is used for learning the meaning of new words that can be decoded or pronounced but are not yet in the reader's speaking vocabulary; it is a primary strategy.
decoding	The ability and willingness to sound out words by generating all the sounds into a recognizable word (technically called phonological recoding). The ability to get the meaning of a word quickly, effortlessly, and unconsciously after a brief visual scan, such as in automaticity with individual words (which is the product of initial phonological decoding, followed by the reading of that word successfully several times, preferably in text, until the neural connections among the letters, the sounds, and the meaning of the word are fully established).
denouement	The final outcome of the main dramatic event in a literary work.
description	One of the four traditional forms of composition in speech and writing, it is meant to give a verbal picture of the character and event, including the setting.
digraphs	Two letters that represent one speech sound, such as <i>ch</i> for / <i>ch</i> / in <i>chin</i> or <i>ea</i> for / <i>e</i> / in <i>bread</i> .
discourse	A conversation; the act or result of making a formal written or spoken presentation on a subject; in linguistics, any form of oral or written communication more extensive than a sentence.
etymology	The history of words; the study of the history of words.

exposition	One of the four traditional forms of composition in speech and writing, it is intended to set forth or explain. <i>Note:</i> Good exposition is clear in conception, well organized, and understandable. It may include limited amounts of argumentation, description, and narration to achieve that purpose.
expressive writing	Highly personal writing, such as in diaries, personal letters, and autobiographies.
false causality	Any reasoning that relies upon treating as the cause of a thing that which is not really its cause (e.g., the error of concluding that an event is caused by another simply because it follows that other).
fluency	The clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity; the ability to execute motor movements smoothly, easily, and readily.
high-frequency words	A word that appears many more times than most other words in spoken or written language. <i>Note:</i> Basic word lists generally provide words ranked in order of their frequency of occurrence as calculated from a sample of written or spoken text suitable for the level of intended use.
historical investigation (reports)	The techniques used by historians to reconstruct and interpret the past. <i>Note:</i> The data for historical research are the spoken, written, and printed sources or other material originating from those who participated in or witnessed the events studied; the historian must evaluate these data for authenticity, bias, and generalizability and draw conclusions from them.
homograph	A word with the same spelling as another word but having a different meaning or sometimes a different pronunciation. <i>Example:</i> <i>Bow</i> , as in ~ and arrow compared to ~ of a ship.
homophone	A word with a different origin and meaning but having the same pronunciation as another word whether or not spelled alike. <i>Example:</i> <i>Hair</i> and <i>hare</i> ; <i>scale</i> , as in ~ of a fish compared to ~ a ladder. Also two or more graphemes that represent the same sound. <i>Example:</i> The /k/ sound in /c/andy, k/ing, and s/ch/ool.
idiom	A use of words peculiar to a particular language.
initial consonants (initial blends)	The joining of two or more consonant sounds, represented by letters, that begin a word without losing the identity of the sounds, such as /bl/ in <i>black</i> , /skr/ in <i>scramble</i> ; the joining of the first consonant and vowel sounds in a word, such as /b/ and /a/ in <i>baby</i> . <i>Note:</i> This process is regarded by some to be a crucial step in learning phonics.

irregularity	An exception to a linguistic pattern or rule. <i>Example:</i> <i>Good, better, and best</i> are exceptions to the usual <i>-er, -est</i> pattern of comparatives and superlatives in English.
literary analysis	The study of a literary work by a critic, student, or scholar; a careful, detailed reading and report thereof.
literary criticism	The analysis and judgment of works of literature. The body of principles by which the work of writers is judged. <i>Note:</i> The principles used in judging a literary work vary from the highly personal and subjective to the relatively objective; they may involve but are not limited to specific consideration of moral values, historical accuracy, and literary form and type; they may be different from one literary period to another.
main idea	The gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement that gives the explicit or implied major topic of a passage and the specific way in which the passage is limited in content or reference.
media sources	The means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures, recordings.
metaphor	A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them. <i>Example:</i> He was <i>drowning in money</i> .
narration	One of the four traditional forms of composition in speech and writing, it tells a story or gives an account of something dealing with sequences of events and experiences, though not necessarily in strict order.
nonverbal	A nonlanguage communication, such as a noise, gesture, or facial expression.
nonsense syllable	A pronounceable combination of graphic characters, usually trigrams, that do not make a word, such as <i>kak, vor, mek</i> , pronounced in English as spellings. <i>Note:</i> Nonsense syllables are sometimes used in reading to test phonics knowledge; they are sometimes used in spelling to test for desired syllabic patterns while avoiding known words.
onomatopoeia	The term used to describe words whose pronunciations suggest their meaning (e.g., <i>meow, buzz</i>).
oral histories	The stories and histories kept alive by the spoken word rather than the written word. <i>Note:</i> Although an oral tradition is characteristic of an oral culture, it may coexist in a writing culture.

orthography	The study of the nature and use of symbols in a writing system; correct or standardized spelling according to established usage in a given language.
parallelism	The phrasing of language so as to balance ideas of equal importance. <i>Note:</i> Parallelism may apply to phrases, sentences, paragraphs, longer passages, or whole selections.
passive voice	A verb form in which the subject of the verb is the receiver of some action or state indicated by the verb. <i>Example:</i> <i>He was hit</i> by the ball.
persuasion	One of the four traditional forms of composition in speech and writing, it is meant to move the reader by argument or entreaty to a belief or position.
phoneme	A minimal sound unit of speech that, when contrasted with another phoneme, affects the naming of words in a language, such as /b/ in <i>book</i> contrasts with /t/ in <i>took</i> , /k/ in <i>cook</i> , /h/ in <i>hook</i> . <i>Note:</i> The phoneme is an abstract concept manifested in actual speech as a phonetic variant, such as the allophones of the phoneme /t/ in <i>top</i> , <i>stop</i> , <i>pot</i> .
phonemic awareness	The awareness of the sounds (phonemes) that make up spoken words. Such awareness does not appear when young children learn to talk; the ability is not necessary for speaking and understanding spoken language; however, phonemic awareness is important for learning to read. In alphabetic languages, letters (and letter clusters) represent phonemes; to learn the correspondences between letters and sounds, one must have some understanding of the notion that words are made up of phonemes.
phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words; a system used especially in beginning instruction.
phonogram	A graphic character or symbol that may represent a phonetic sound, phoneme, or word; in word recognition, a graphic sequence composed of a vowel grapheme and an ending consonant grapheme, such as <i>-ed</i> in <i>red</i> , <i>bed</i> , <i>fed</i> .
prewriting	The initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize the information; planning.
principal parts of verbs	The principal parts; the set of inflected forms of a grammatical class, such as <i>sing</i> , <i>sang</i> , <i>sung</i> .

prior knowledge	The knowledge that stems from previous experience. <i>Note:</i> Prior knowledge is a major component of schema theories of reading comprehension in spite of the redundancy inherent in the term.
r-controlled sound	The modified sound of a vowel immediately preceding /r/ in the same syllable, such as in <i>care, never, sir, or curse</i> .
red herring	A distractor that draws attention away from the real issue.
rhetorical strategies	The traditional forms of composition in speech and writing: exposition, narration, persuasion, and description (each is defined in this glossary).
root word	The meaningful base form of a complex word after all affixes are removed. <i>Note:</i> A root may be independent or free, such as <i>read</i> in <i>unreadable</i> , or may be dependent, or bound, such as <i>-liter-</i> (from the Greek for <i>letter</i>) in <i>illiterate</i> .
sentences:	
declarative	A sentence that makes a statement.
exclamatory	A sentence that makes a vehement statement or conveys strong or sudden emotion.
imperative	A sentence that expresses a command or request.
interrogative	A sentence that asks a question or makes an inquiry.
sight word	A word that is immediately recognized as a whole and does not require word analysis for identification.
standard American English	The language in which most educational texts and government and media publications are written in the United States. <i>Note:</i> Standard American English, a relative concept, varies widely in pronunciation and in idiomatic use but maintains a fairly uniform grammatical structure.
syllabication	The division of words into syllables (the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination, such as /a/, /ba/, /ab/, /bab/).
theme	A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. <i>Note:</i> A theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.

thesis	The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
topic	The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong.
topic sentence	A sentence intended to express the main idea in a paragraph or passage.
transitive verb	A verb that takes a direct object. <i>Example:</i> Francesca <i>read</i> (transitive verb) the book.
voice	A syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are <i>active</i> and <i>passive</i> .
word recognition	The process of determining the pronunciation and some degree of meaning of a word in written or printed form; the quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously encountered in print or writing.



Selected References

- Copi, Irving M., and Carl Cohen. *Introduction to Logic* (Eighth edition). New York: Macmillan, 1990.
- The Literacy Dictionary: The Vocabulary of Reading and Writing*. Edited by Theodore L. Harris and Richard E. Hodges. Newark, Del.: International Reading Association, 1995.
- Recommended Literature, Grades Nine Through Twelve*. Sacramento: California Department of Education, 1990.
- Recommended Readings in Literature, Kindergarten Through Grade Eight* (Revised edition). Sacramento: California Department of Education, 1996.
- Merriam-Webster's Collegiate Dictionary* (Tenth edition). Springfield, Mass.: Merriam-Webster, Inc., 1993.