

College Board Standards for College Success™

English
Language Arts

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Standards Outline

Following is an outline of the standards and objectives that make up the English Language Arts College Board Standards for College Success™.

Reading Standards

STANDARD 1

Comprehension of Words, Sentences, and Components of Texts

Objectives

- R1.1** Student comprehends the meaning of words and sentences.
- R1.2** Student comprehends elements of literary texts.
- R1.3** Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.

STANDARD 2

Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts

Objectives

- R2.1** Student uses prior knowledge to comprehend and elaborate the meaning of texts.
- R2.2** Student uses context to comprehend and elaborate the meaning of texts.
- R2.3** Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

STANDARD 3

Author's Purpose, Audience, and Craft

Objectives

- R3.1** Student rhetorically analyzes author's purpose, intended audience, and goals.
- R3.2** Student interprets, analyzes, and critiques author's use of literary and rhetorical devices, language, and style.

STANDARD 4

Using Strategies to Comprehend Texts

Objectives

- R4.1** Student uses strategies to prepare to read.
- R4.2** Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.
- R4.3** Student uses strategies to go beyond the text.
- R4.4** Student uses strategies to organize, restructure, and synthesize text content.
- R4.5** Student monitors comprehension and reading strategies throughout the reading process.

Writing Standards

STANDARD 1

Rhetorical Analysis and Planning

Objective

- W1.1** Student analyzes components of purpose, goals, audience, and genre.

STANDARD 2

Generating Content

Objectives

- W2.1** Student takes inventory of what he or she knows and needs to know.
- W2.2** Student generates, selects, connects, and organizes information and ideas.

STANDARD 3

Drafting

Objectives

- W3.1** Student generates text to develop points within the preliminary organizational structure.
- W3.2** Student makes stylistic choices with language to achieve intended effects.

STANDARD 4

Evaluating and Revising Texts

Objectives

- W4.1** Student evaluates drafted text for development, organization, and focus.
- W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices.

STANDARD 5

Editing to Present Technically Sound Texts

Objectives

- W5.1** Student edits for conventions of standard written English and usage.
- W5.2** Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.
- W5.3** Student edits for accuracy of citation and proper use of publishing guidelines.
- W5.4** Student prepares text for presentation/publication.

Speaking Standards

STANDARD 1

Understanding the Communication Process

Objective

S1.1 Student understands the transactional nature of the communication process.

STANDARD 2

Speaking in Interpersonal Contexts

Objectives

S2.1 Student communicates in one-to-one contexts.

S2.2 Student plans for and participates in group discussion.

STANDARD 3

Preparing and Delivering Presentations

Objectives

S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance.

S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance.

S3.3 Student rehearses and revises.

S3.4 Student presents, monitors audience engagement, and adapts delivery.

Listening Standards

STANDARD 1

Understanding the Communication Process

Objective

L1.1 Student understands the transactional nature of the communication process.

STANDARD 2

Managing Barriers to Listening

Objective

L2.1 Student manages barriers to listening.

STANDARD 3

Listening for Diverse Purposes

Objectives

L3.1 Student listens to comprehend.

L3.2 Student listens to evaluate.

L3.3 Student listens empathically.

Media Literacy Standards

STANDARD 1

Understanding the Nature of Media

Objective

M1.1 Student understands the nature of media communication.

STANDARD 2

Understanding, Interpreting, Analyzing, and Evaluating Media Communication

Objective

M2.1 Student understands, interprets, analyzes, and evaluates media communication.

STANDARD 3

Composing and Producing Media Communication

Objectives

M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication.

M3.2 Student develops and produces an informational or creative media communication.

M3.3 Student evaluates and revises a media communication.

Introduction to College Board Standards for College Success

The College Board has developed standards for English language arts to help states, school districts, and schools provide all students with the rigorous education that will prepare them for success in college, opportunity in the workplace, and effective participation in civic life. The College Board's commitment to this project is founded on the belief that all students can meet high expectations for academic performance when they are taught to high standards by qualified teachers.

College Board programs and services have supported the transition from high school to college for more than 100 years. Advanced Placement Program® (AP®) courses enable students to transition into college-level study when they are ready, even while still in high school. The SAT® Reasoning Test™, the SAT Subject Tests™, and the PSAT/NMSQT® all measure content knowledge and critical thinking and reasoning skills that are foundations for success in college. The College Board Standards for College Success makes explicit these college readiness skills so that states, school districts, and schools can better align their educational programs to clear definitions of college readiness.

Preparing students for college *before* they graduate from high school is critical to students' completing a college degree. Most college students who take remedial courses fail to earn a bachelor's degree (Adelman, 2004). To reduce the need for remediation in college, K–12 educational systems need clear and specific definitions of the knowledge and skills that students should develop by the time they graduate in order to be prepared for college success. By aligning curriculum, instruction, assessment, and professional development to clear definitions of college readiness, schools can help reduce the need for remediation in college and close achievement gaps among student groups, ultimately increasing the likelihood that students will complete a college degree.

The design of the College Board Standards for College Success reflects the specific purposes of this framework—to vertically align curriculum, instruction, assessment, and professional development across six levels beginning in middle school leading to AP and college readiness. The College Board Standards for College Success is, therefore, more specific than most standards documents because it is intended to provide sufficient guidance for curriculum supervisors and teachers to design instruction and assessments in middle school and high school that lead toward AP and college readiness. The College Board uses these frameworks to align its own curriculum and assessment programs, including SpringBoard™, to college readiness. States and districts interested in integrating SpringBoard and AP into a program of college readiness preparation can use the College Board Standards for College Success as a guiding framework.

Development of the English Language Arts College Board Standards for College Success

The College Board initiated the effort to develop standards for English language arts in 2003. To guide the process, the College Board convened the English Language Arts Standards Advisory Committee, comprising middle school and high school teachers, college faculty, subject matter experts, assessment specialists, teacher education faculty, and curriculum experts with experience developing content standards for states and national professional organizations (see committee roster). The committee first defined the academic demands students will face in an AP or first-year college course in English language arts. This involved reviewing the assessment frameworks for relevant AP exams, SAT, PSAT/NMSQT,

College-Level Examination Program® (CLEP®) exams, and selected university placement programs.

The committee also reviewed the results of several surveys and course content analyses conducted by the College Board to provide empirical validation of the emerging definitions of college readiness.

In English language arts, a nationally representative sample of 1,044 English and humanities college faculty and 1,307 high school English teachers responded to a College Board survey designed to determine the reading and writing skills faculty and teachers feel are critical to success in first-year college courses (Milewski, Glazer, Johnsen, & Kubota, 2005).

Further empirical data were developed through a three-year national study sponsored by the Association of American Universities (AAU) and conducted by the Center for Educational Policy Research (CEPR) at the University of Oregon. This study surveyed more than 400 college faculty and administrators at nine AAU universities throughout the nation to define the knowledge and skills necessary for successful performance in entry-level college courses.

Definitions of college readiness gathered through these surveys, course analyses, and case studies represent the most rigorously researched, empirically validated definitions of college readiness available.

Having established clear and specific definitions of the knowledge and skills that students need to succeed in college, the committee articulated a developmental progression of student learning objectives across six levels that would lead all students to being prepared for AP or college-level work. Articulating learning objectives across six levels in English language arts entailed reviewing selected state content standards, selected district curriculum frameworks, textbooks, and assessment

frameworks for selected state exams, and the National Assessment of Educational Progress (NAEP). The committee sought to align the College Board Standards for College Success to these curriculum and assessment frameworks while also ensuring that the developmental progression outlined in the Standards would lead to the targeted college-readiness expectations.

Integral to this process was reviewing other national content standards and guidelines. In English language arts, the committee reviewed the *Standards for the English Language Arts* published by the National Council of Teachers of English and the International Reading Association (1996); *Beliefs About the Teaching of Writing* (NCTE, 2004); guidelines on language diversity and on the teaching and assessment of writing published by the Conference on College Composition and Communication (NCTE, 1974); the *New Standards* published by the National Center on Education and the Economy and the University of Pittsburgh (1997); the American Diploma Project *Benchmarks* published by Achieve, Inc. (2004); the *K–12 Speaking, Listening, and Media Literacy Standards and Competency Statements* published by the National Communication Association (1998); and the *Knowledge and Skills for University Success* published by Standards for Success (2003).

Finally, drafts of the Standards were reviewed by numerous professional organizations and individual reviewers who provided invaluable feedback on the content, rigor, focus, coherence, progression, clarity, and overall design of the Standards. The College Board would like to acknowledge the following national professional organizations and individual reviewers who provided this feedback.

- Achieve, Inc.
- American Speech-Language-Hearing Association (ASHA)
- International Reading Association (IRA)
- National Communication Association (NCA)
- National Writing Project (NWP)

These organizations and reviewers represent key constituencies committed to improving K–12 and postsecondary teaching and learning in English language arts, and the College Board is grateful to have received input reflecting each organization's perspective, experience, and expertise. The College Board considered this valuable input while drafting and revising the standards. However, the College Board is solely responsible for the final versions of the English Language Arts College Board Standards for College Success and the reviews provided by these organizations do not represent an endorsement by these organizations of the Standards.

College Board English Language Arts Standards Advisory Committee

Members of the College Board English Language Arts Standards Advisory Committee convened for more than a dozen working meetings throughout the course of this project and worked hundreds of additional hours to draft, review, and revise the English Language Arts College Board Standards for College Success. The College Board is grateful for their commitment and dedication to this effort.

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Introduction to English Language Arts

The English Language Arts College Board Standards for College Success defines rigorous expectations for student proficiency in reading, writing, speaking, listening, and media literacy. Students are expected to

- develop a repertoire of reading comprehension strategies that they can draw on flexibly to comprehend, analyze, and critique both literary and informational texts
- develop a repertoire of writing strategies and a facility with certain types of writing commonly taught in the classroom, including argumentative writing, research writing, literary analysis, and creative and reflective writing
- speak effectively in interpersonal, group, and public contexts
- become active and effective listeners
- view and produce media critically

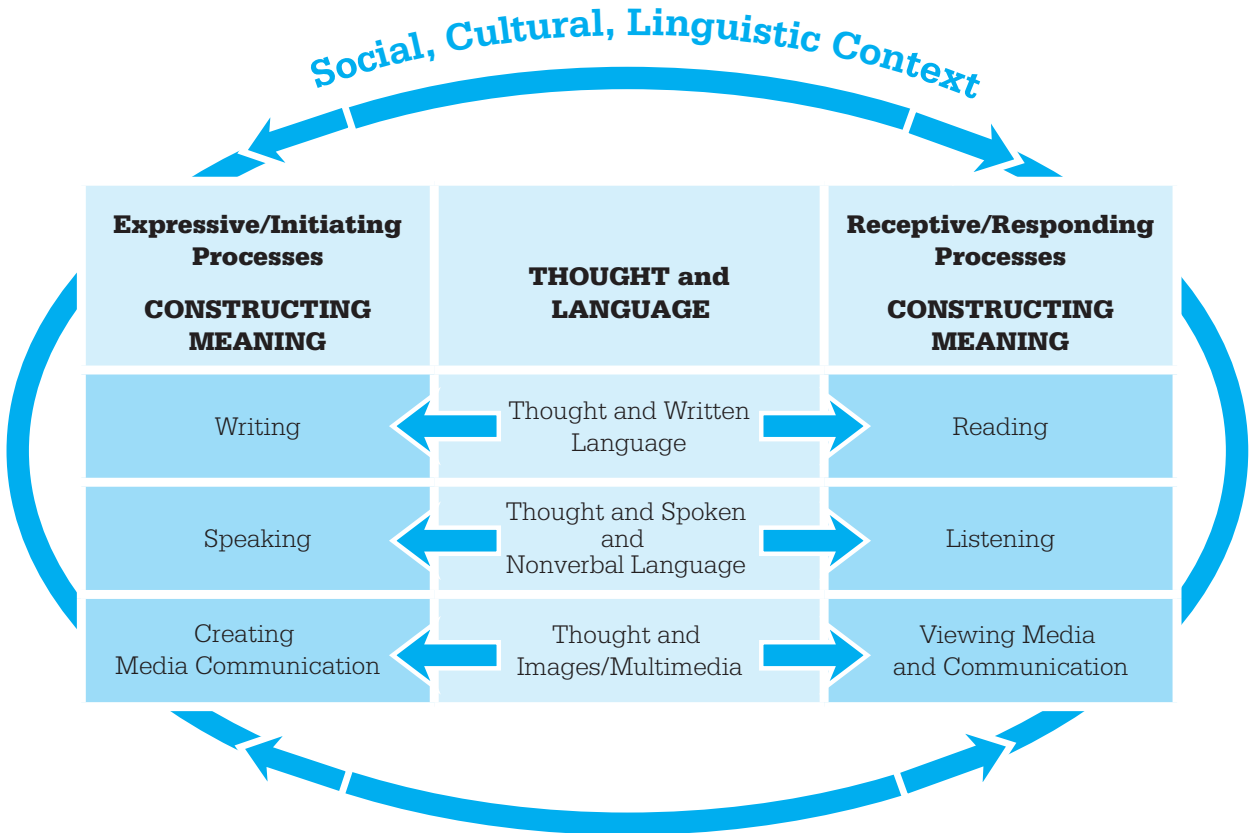
Integrating instruction across these domains can be a daunting task. To be an effective English language arts teacher requires a deep understanding of reading, writing, speaking, listening, viewing, and representing, as well as of literature, rhetoric, the English language, and, increasingly, technology. English language arts teachers must also know how students learn in these domains and how to design effective instruction to scaffold students toward independence and mastery. Even veteran English language arts teachers struggle to integrate instruction and assessment across these areas into a balanced and coherent program of instruction.

At the heart of English language arts is a cluster of interactive language and thought processes that are used to construct meaning. Figure 1 illustrates the interrelationships among these language arts processes and depicts the expressive and receptive dimensions of each. Three processes are used to initiate or express thought and language, and three are used to receive or respond to thought and language (College Board, 2006 [Ellen Brinkley, primary author]).

The center column suggests that thought is always shaped by language and the language structures that give thought form. As we think and engage with the thoughts of others through language, we construct representations of ideas that are meaningful to us and to others. In the expressive/initiating processes, we construct those representations in writing, speaking, and visual media. In the receptive/responding processes, we construct those representations mentally while reading, listening, or viewing media.

These designations, though useful, are more fluid than the diagram suggests. When we speak, for example, we are simultaneously watching our listener and anticipating a response. When we listen, we are often simultaneously constructing the meaning of and reacting to a speaker’s message, confirming or resisting what we hear, and deciding how or whether to respond. When we read, we may be thinking about what we will write, and when we write, we may be continually monitoring what else we need to read. Whether initiating or responding to texts, messages, and media, we are actively engaged in constructing meaning. Moreover, as we engage in these interactive processes, we always participate in larger social, cultural, and linguistic contexts that influence how we convey and interpret meaning.

Figure 1. English Language Arts Processes



English Language Arts: Knowledge, Skills, Strategies, and Processes

In addition to these processes, the English language arts also include several areas of practice that require specific content knowledge, including the study of literature, the study of rhetoric and writing, the study of language, and the study of communication. Whereas reading skills and strategies are relevant to constructing meaning from all types of texts, the critical reading of literature also requires knowledge of literary and narrative elements. Comprehending

informational texts often requires knowledge of common text structures and organizational patterns used in those texts. Speaking and listening skills are enhanced when students understand the transactional nature of communication between senders and receivers of messages. And critical interpretation of media messages requires an understanding of how such messages are mediated through complex, technological, and commercial media channels. Moreover, all of these activities depend on students’ knowledge of and proficiency with the English language, including vocabulary,

grammar, mechanics, and usage, as well as an understanding of how language constructs and reflects how people view the world.

English language arts teachers must try to balance instruction in all these areas. The English Language Arts College Board Standards for College Success defines rigorous expectations for the content knowledge, skills, and strategies students should develop to succeed in the English language arts. It also sets expectations for students to become independent learners, using strategies to monitor, direct, and manage their learning.

Helping students develop their knowledge and skills in the English language arts includes discerning and affirming the language skills that each student brings to the classroom—language skills that may not reflect conventional expectations for mastery of standard American English. To enable all students to succeed in our English language arts classrooms, it is essential that we recognize and affirm the diverse language forms and home language practices that students bring to the classroom. Effective English language arts teachers recognize that students who adjust their use of language forms and practices as they cross multiple language contexts demonstrate sophisticated skill with language. Teachers who recognize and build upon these skills will be better able to help all students acquire competence in standard American English, which is a critical requirement for success in college and the workplace. The English Language Arts College Board Standards for College Success, therefore, defines expectations for understanding and affirming language diversity while also defining clear expectations for students to develop mastery of standard American English in their studies and practice of the English language arts.

Using the College Board Standards for College Success to Design Curriculum and Instruction in the English Language Arts

The English Language Arts College Board Standards for College Success describes a developmentally appropriate continuum of student learning objectives that are anchored in the intellectual demands students will encounter in an AP or first-year college course. This continuum of expectations is not intended to prescribe grade-specific expectations. This point is critical to using the framework appropriately, as student proficiency in applying content knowledge, skills, and strategies varies as students engage more-complex ideas, genres, texts, and tasks. Students at a given proficiency level will be able to demonstrate greater sophistication in extracting and constructing meaning from simpler texts than they will with more complex texts, and, similarly, for simpler tasks than they will for more complex tasks. Accomplished teachers recognize these interdependencies among student, text, and task and engage students in developmentally appropriate activities that support the steady integration of skills, strategies, and content knowledge.

Because the levels designed in the English Language Arts College Board Standards for College Success are not grade specific, teachers are encouraged to locate their students along the continuum and differentiate instruction to support and challenge students in ways that are most productive for each student's individual growth. The standards are provided in matrix layout to foreground the developmental progression of expectations for a specific skill or strategy, or specific content knowledge. Teachers are encouraged to look across levels within each Performance Expectation Category to differentiate instruction skill by skill, student by student. The

specificity and examples provided are designed to support this differentiation; the examples typically change from middle school to high school to illustrate developmental growth in the complexity of knowledge, skills, and strategies to be expected. The examples are not meant to be an exhaustive list, however, and they should not be interpreted as complete specifications for what should be taught and/or assessed at a certain level.¹

¹ The College Board would like to acknowledge that sections of this introduction were taken from *The College Board English Language Arts Framework* (manuscript in preparation).

Reading Standards

Reading comprehension is a complex process. A student's success as a reader depends on many factors, including his or her engagement and motivation to read, understanding of the purposes and goals for reading, knowledge about a topic, and knowledge about how to read specific kinds of texts, both in the English language arts and in other subject areas. Teachers who are alert to the complex interactions among engagement, reading skill, reading task, and text are better equipped to differentiate their instructional strategies to help all students become effective readers.

The first three standards in Reading describe the content knowledge and processes successful readers draw on to construct meaning from texts. The fourth standard in Reading describes a variety of strategies students can use to enhance their reading comprehension.

Standard 1, *Comprehension of Words, Sentences, and Components of Texts*, describes the knowledge and skills necessary to accurately and fluently construct the meaning of words, sentences, and larger sections in texts. This standard includes knowledge of literary elements and text structures that are necessary for comprehending literary and informational texts.

Standard 2, *Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts*, describes the knowledge and skills necessary to develop a deeper understanding of a text's content. Drawing on prior knowledge, successful readers make necessary inferences and extend and elaborate a text's meaning

by connecting the ideas in the text to the social, cultural, historical, and authorial context. Successful readers also recognize social, cultural, and historical differences in language, and how those differences can affect readers in different ways.

Standard 3, *Author's Purpose, Audience, and Craft*, describes the knowledge and skills necessary to analyze, evaluate, and critique how authors craft texts to achieve specific purposes and effects, including how authors use literary and rhetorical devices, language, and style. Critical readers who can analyze an author's craft develop deeper understandings of a text's meaning.

Standard 4, *Using Strategies to Comprehend Texts*, describes a variety of strategies that successful readers use before, during, and after reading to monitor and enhance their comprehension. Strategic readers use strategies to prepare to read and to consider their purposes and goals for reading. Strategic readers also draw on a repertoire of strategies that help them interpret the meaning of words, sentences, and ideas in texts, make inferences that go beyond the text, and organize, restructure, and synthesize the textual content. Finally, but perhaps most importantly, successful readers monitor their comprehension and adjust their reading processes when they are having difficulty understanding a text.

Although these standards were developed to guide reading instruction and assessment in the English language arts classroom, students should receive instruction in reading comprehension across subject areas. Students need to become familiar with the ways that different disciplines structure and organize ideas in texts. Schools should embrace a sustained program of reading comprehension instruction across the subject areas throughout middle school and high school, helping students develop the higher-level critical reading skills they will need to read and learn independently from texts in college.

Reading Standards

Standard 1

Comprehension of Words, Sentences, and Components of Texts

Students construct a coherent understanding of a variety of literary and informational texts by comprehending the components of text, including the words, sentences, narrative elements, organizational patterns, graphical representations, and text features.

Objectives

- R1.1** Student comprehends the meaning of words and sentences.
- R1.2** Student comprehends elements of literary texts.
- R1.3** Student comprehends organizational patterns*, textual features, graphical representations, and ideas in informational and literary texts.

* Underlined words and phrases are defined in the Glossary.

Objective R1.1**Student
comprehends the
meaning of words
and sentences.**

Student constructs a coherent understanding of the words and sentences in a text.

Performance Expectation Category	Level 1	Level 2
R1.1.1 Uses the origins, history, and evolution of words and concepts to enhance understanding.	R1.1-1.1 Identifies roots, prefixes, and suffixes in words.	R1.1-1.2 Uses knowledge of roots, prefixes, and suffixes to understand words.
R1.1.2 Uses context to determine the meaning of words.	R1.1-2.1 Uses context of sentence to clarify the meaning of unknown words.	R1.1-2.2 Uses context of sentence to clarify the meaning of unknown words or differentiate between primary and secondary meanings of words.
R1.1.3 Integrates word meaning, grammar, syntax, and context to construct a coherent understanding of sections of text.	R1.1-3.1 Uses word knowledge, grammar (e.g., subject, verb, pronoun reference), and sentence structure (e.g., clauses, phrases, compound sentences) to determine the meaning of a sentence.	R1.1-3.2 Uses word knowledge, grammar (e.g., subject, verb, pronoun reference), sentence structure (e.g., clauses, phrases, compound and complex sentences), and surrounding sentences to determine the meaning of a sentence.

Level 3	Level 4	Level 5	Level 6
R1.1-1.3 Uses knowledge of Greek and Latin roots, prefixes, suffixes, and cognate words in different languages to determine the meaning of words.	R1.1-1.4 Uses knowledge of Greek and Latin roots, prefixes, suffixes, and cognate words in different languages to determine the meaning of words. Recognizes that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	R1.1-1.5 Uses knowledge of Greek and Latin roots, prefixes, suffixes, and cognate words in different languages to determine the meaning of words. Uses origins and history of word meanings to enhance understanding of a word's meaning.	R1.1-1.6 Uses knowledge of Greek and Latin roots, prefixes, suffixes, and cognate words in different languages to determine the meaning of words. Knows when, why, and how to use the origins, history, and evolution of words and concepts to enhance understanding.
R1.1-2.3 Uses context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words.	R1.1-2.4 Uses context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words and differentiate among multiple possible meanings of words.	R1.1-2.5 Uses context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, infer connotations, and differentiate among multiple possible meanings of words.	R1.1-2.6 Analyzes context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, infer connotations, and differentiate among multiple possible meanings of words.
R1.1-3.3 Uses word knowledge, grammar (e.g., subject, verb, pronoun reference), sentence structure (e.g., subordination, coordination), and context to understand the relationships among the actors, actions, and objects implied by sentences to construct meaning.	R1.1-3.4 Uses word knowledge, grammar, sentence structure (e.g., subordination, coordination, modifying phrases and clauses), and context to understand the relationships among the actors, actions, and objects implied by sentences; clarify meaning; resolve ambiguity; and integrate ideas within and across sentences.	R1.1-3.5 Uses word knowledge, grammar, sentence structure (e.g., subordination, coordination, parallelism, comparatives, superlatives, modifying phrases and clauses), and context to understand the relationships among the actors, actions, and objects implied by sentences; clarify meaning; resolve ambiguity; detect nuance; infer connotative meanings; and integrate ideas within and across sentences.	R1.1-3.6 Analyzes the meanings of words, grammar, sentence structure, and context to understand the relationships among the actors, actions, and objects implied by sentences; clarify meaning; resolve ambiguity; detect nuance; infer connotative meanings; and integrate ideas within and across sentences.

Objective R1.2

Student comprehends elements of literary texts.

Student uses his or her understanding of the interrelationships among narrative, dramatic, and poetic elements to guide the comprehension of literary texts.

Performance Expectation Category	Level 1	Level 2
R1.2.1 Uses understanding of setting and its connections to other narrative elements to guide comprehension of literary texts.	R1.2-1.1 Understands that setting (i.e., location and time) is an important element in the plot structure and that it influences other narrative elements.	R1.2-1.2 Identifies aspects of setting (i.e., location and time) and recognizes the influences of setting on other narrative elements.
R1.2.2 Uses understanding of plot and its connections to other narrative elements to guide comprehension of literary texts.	R1.2-2.1 Recognizes exposition, conflict, rising and falling action, climax, and resolution within plot.	R1.2-2.2 Identifies and describes exposition, conflict, rising and falling action, climax, and resolution within plot.
R1.2.3 Uses understanding of characterization and its connections to other narrative elements to guide comprehension of literary texts.	R1.2-3.1 Identifies how characterization (i.e., characters' actions, dialogue, physical attributes, thoughts, feelings, and interactions with other characters) is used to portray round, flat, primary, and secondary characters.	R1.2-3.2 Identifies how characterization (i.e., characters' actions, dialogue, physical attributes, thoughts, feelings, and interactions with other characters) is used to portray round, flat, static, dynamic, primary, and secondary characters; interprets characterization to describe nuances of character and how characters change in response to events in the plot.
R1.2.4 Uses understanding of theme and its connections to other narrative elements to guide comprehension of literary texts.	R1.2-4.1 Understands that a theme is an underlying message an author conveys in a story; recognizes the difference between <u>story-level themes</u> and abstract themes.	R1.2-4.2 Understands that themes are suggested by connections among setting, characters, and plot; identifies story-level and abstract themes and describes their connections to setting, character development, and plot; recognizes the differences between concepts (e.g., truth, fairness, loyalty) and themes (e.g., good friends are loyal to each other).
R1.2.5 Uses understanding of narrative perspective and its connections to other narrative elements to guide comprehension of literary texts.	R1.2-5.1 Recognizes the use of first- and third-person narrative point of view and understands that the narrative point of view influences how the story is told.	R1.2-5.2 Identifies use of first- and third-person narrative point of view and describes how the narrative point of view influences how the story is told.
R1.2.6 Uses understanding of form, elements, sound, figurative language, imagery, symbols, and allusions to guide comprehension of poetry.	R1.2-6.1 Recognizes the elements (e.g., lines, stanzas, rhythm, meter, rhyme) and forms (e.g., ballad, haiku, free verse) that influence meaning in poetry; understands that poetry relies on the sound of spoken language to communicate meaning; recognizes that poetry uses a range of figurative language and imagery to communicate ideas.	R1.2-6.2 Interprets elements (e.g., lines, stanzas, rhythm, meter, rhyme), forms (e.g., ballad, haiku, free verse), and sound to derive meaning from poetry; recognizes how figurative language and imagery influence meaning.

Level 3	Level 4	Level 5	Level 6
R1.2-1.3 Interprets aspects of setting (i.e., location and time) to gain deeper understanding of narrative elements.	R1.2-1.4 Analyzes how changes in setting (i.e., location and time) reinforce developments in characters, plot, and themes.	R1.2-1.5 Analyzes the social, cultural, and historical significance of settings to enhance comprehension; analyzes how settings function as metaphor to reinforce themes.	R1.2-1.6 Analyzes the social, cultural, and historical significance of settings to deepen comprehension; analyzes how changes in setting (i.e., location and time) reinforce developments in characters, plot, and themes; analyzes how settings function as metaphor to reinforce themes.
R1.2-2.3 Explains and illustrates how exposition, conflict, rising and falling action, climax, and resolution function within the narrative and advance the plot.	R1.2-2.4 Analyzes how exposition, conflict, rising and falling action, climax, and resolution function within the narrative and advance the plot. Identifies use of flashbacks, foreshadowing, and subplots to structure the plot.	R1.2-2.5 Analyzes how exposition, conflict, rising and falling action, climax, resolution, flashbacks, foreshadowing, and subplots function within and advance the plot; identifies use of plot developments to produce internal conflicts and psychological dilemmas for characters; understands that plot developments reflect social, cultural, and historical conflicts.	R1.2-2.6 Analyzes how exposition, conflict, rising and falling action, climax, resolution, flashbacks, foreshadowing, and subplots function within and advance the plot; analyzes how plot developments produce internal conflicts and psychological dilemmas for characters; explains how plot developments reflect social, cultural, and historical conflicts.
R1.2-3.3 Explains and compares the different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, hero); interprets characters' actions, dialogue, physical attributes, thoughts, feelings, and interactions with other characters to describe nuances of character and how characters change in response to events in the plot.	R1.2-3.4 Analyzes the different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, foil, tragic hero); explains how relationships among character actions, dialogue, physical attributes, thoughts, feelings, and other characters portray nuances of character and advance the plot.	R1.2-3.5 Analyzes the different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, foil, tragic hero); analyzes how relationships among character actions, dialogue, physical attributes, thoughts, feelings, and other characters portray nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot.	R1.2-3.6 Analyzes the different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, foil, tragic hero); analyzes how relationships among character actions, dialogue, physical attributes, thoughts, feelings, and other characters portray nuances of complex multilayered characters (e.g., beliefs, values, social class, and gender roles) and advance the plot; analyzes the consistency and credibility of character motives, character dialogue, and character actions.
R1.2-4.3 Explains how connections among setting, character traits, character development, and plot suggest story-level themes; develops abstract themes from story-level themes; explains the differences between concepts (e.g., truth, fairness, loyalty) and themes (e.g., good friends are loyal to each other).	R1.2-4.4 Explains and illustrates how connections among motifs, setting, character traits, character development, and plot suggest story-level themes; develops abstract themes from story-level themes.	R1.2-4.5 Analyzes how connections among motifs, setting, character traits, character development, and plot suggest multiple levels of themes; compares treatment of themes across texts; connects themes to social, cultural, and historical contexts.	R1.2-4.6 Analyzes how connections among motifs, setting, character traits, character development, and plot suggest multiple levels of themes; analyzes and critiques themes across texts and within various social, cultural, and historical contexts.
R1.2-5.3 Identifies use of third-person-omniscient and third-person-limited narrative points of view and explains how each narrative point of view provides different insights into plots, characters, and themes.	R1.2-5.4 Explains use of third-person-omniscient and third-person-limited narrative points of view. Understands that multiple characters acting as narrators, each with a limited narrative perspective, influence the interpretation of events, characters, and themes.	R1.2-5.5 Analyzes use of third-person-omniscient and third-person-limited narrative points of view. Analyzes how multiple characters acting as narrators, each with a limited and possibly unreliable narrative perspective, influence the interpretation of events, characters, and themes. Connects narrative perspectives to social, cultural, or historical context.	R1.2-5.6 Analyzes use of third-person-omniscient and third-person-limited narrative points of view. Analyzes how multiple characters acting as narrators, each with a limited and possibly unreliable narrative perspective, influence the interpretation of events, characters, and themes. Analyzes how narrative perspectives are influenced by social, cultural, and historical contexts.
R1.2-6.3 Interprets elements (e.g., lines, stanzas, rhythm, meter, rhyme), forms (e.g., ballad, haiku, free verse), and sound to derive meaning from poetry; interprets figurative language and imagery to deepen comprehension.	R1.2-6.4 Compares how poems of the same form use elements, sound, figurative language, imagery, symbols, and allusions differently to convey meaning.	R1.2-6.5 Compares how different poetic forms (e.g., lyric, blank verse, epic, sonnet, dramatic poetry) use elements, sound, figurative language, imagery, symbols, and allusions to communicate meaning.	R1.2-6.6 Analyzes elements, forms (e.g., lyric, blank verse, epic, sonnet, dramatic poetry), and sound to derive meaning from poetry; analyzes figurative language, imagery, symbols, and allusions to deepen comprehension.

Objective R1.3**Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.**

Student uses his or her understanding of the interrelationships among organizational patterns, textual features, graphical representations, and ideas to guide the comprehension of informational and literary texts.

Performance Expectation Category	Level 1	Level 2
R1.3.1 Uses understanding of organizational patterns to guide the comprehension of informational texts.	R1.3-1.1 Understands that organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) are used to structure information in texts.	R1.3-1.2 Recognizes key words that signal a variety of organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) used to structure information in texts; uses organizational patterns to guide interpretation of texts.
R1.3.2 Uses understanding of textual features to guide the comprehension of texts.	R1.3-2.1 Recognizes a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes) and how they facilitate comprehension of texts.	R1.3-2.2 Identifies a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes) and uses them to focus attention on important information in the text.
R1.3.3 Integrates understanding of graphical representations with information presented textually to deepen comprehension of texts.	R1.3-3.1 Recognizes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines).	R1.3-3.2 Interprets a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) and connects them to information in the text.
R1.3.4 Uses understanding of the meaning, coherence, validity, and relevancy of ideas to guide comprehension and make connections within and across texts.	R1.3-4.1 Recognizes themes, key ideas, main ideas, and supporting ideas in texts.	R1.3-4.2 Identifies and paraphrases themes, key ideas, main ideas, and supporting ideas in texts.

Level 3	Level 4	Level 5	Level 6
R1.3-1.3 Identifies key words that signal a variety of organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect); explains how various organizational patterns structure information differently; uses organizational patterns to guide interpretation of texts.	R1.3-1.4 Interprets the components of multiple organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) in a text to develop a global understanding of texts.	R1.3-1.5 Analyzes the components of multiple organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) in a text to develop a global understanding of texts.	R1.3-1.6 Analyzes how organizational patterns (e.g., chronological, compare-contrast, problem-solution, cause-and-effect) organize and relate multiple levels of ideas in texts.
R1.3-2.3 Identifies a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes, playwright's notes, stage directions) and uses them to focus attention on important information and to infer the organization of the text.	R1.3-2.4 Identifies a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes, playwright's notes, stage directions) and uses them to focus attention on important information, infer the organization of the text, and make connections among ideas in the text.	R1.3-2.5 Analyzes a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes, playwright's notes, stage directions) to evaluate the importance of information, infer the organization of the text, and make connections among ideas in the text.	R1.3-2.6 Analyzes a variety of textual features (e.g., tables of contents, headings, sidebars, marginal notes, playwright's notes, stage directions) to evaluate the importance of information, infer the organization of the text, and make connections among a variety of ideas in the text (e.g., themes, key ideas, main ideas, and supporting ideas).
R1.3-3.3 Interprets and explains a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) within the context of the text and integrates that information with information presented textually.	R1.3-3.4 Analyzes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) within the context of the text and integrates that information with information presented textually.	R1.3-3.5 Analyzes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) in complex texts to deepen the understanding of important ideas in the text.	R1.3-3.6 Analyzes a variety of graphical representations (e.g., photographs, captions, maps, tables, timelines) in complex texts and evaluates the relevance of that information to information presented textually.
R1.3-4.3 Infers, summarizes, and compares themes, key ideas, main ideas, and supporting ideas within and across texts.	R1.3-4.4 Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts.	R1.3-4.5 Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts and analyzes the coherence, validity, and relevance of ideas, evidence, and arguments.	R1.3-4.6 Analyzes themes, key ideas, main ideas, and supporting ideas within and across complex texts and evaluates and critiques the coherence, validity, and relevance of ideas, evidence, and arguments.

Reading Standards

Standard 2

Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts

Students make connections among their prior knowledge and experiences; the social, cultural, and historical context; the author's perspectives, attitudes, and beliefs; and knowledge of language to develop, extend, and elaborate multiple interpretations of texts.

Objectives

- R2.1** Student uses prior knowledge to comprehend and elaborate the meaning of texts.
- R2.2** Student uses context to comprehend and elaborate the meaning of texts.
- R2.3** Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

Objective R2.1

Student uses prior knowledge to comprehend and elaborate the meaning of texts.

Student draws on prior knowledge and experiences to develop, extend, and elaborate multiple interpretations of texts.

Performance Expectation Category	Level 1	Level 2
R2.1.1 Uses prior knowledge and experiences to guide the comprehension of events, ideas, and themes in texts.	R2.1-1.1 Makes connections to prior knowledge and experiences to understand events, ideas, and themes in texts. Recognizes what he or she knows and needs to know to understand the text.	R2.1-1.2 Uses prior knowledge and experiences to understand events, ideas, and themes in texts and infers connections among them. Identifies what he or she knows and needs to know to understand the text.
R2.1.2 Uses prior knowledge and experiences to extend and elaborate the meaning of texts.	R2.1-2.1 Draws on prior knowledge and experiences to extend and elaborate the meaning of a text.	R2.1-2.2 Draws on prior knowledge and experiences to extend and elaborate the meaning of events, ideas, and themes in texts (e.g., draws conclusions, recognizes consequences and implications, determines personal significance).

Level 3	Level 4	Level 5	Level 6
R2.1-1.3 Uses prior knowledge and experiences to understand events, ideas, and themes in texts and infers connections among them. Evaluates the relevance and adequacy of prior knowledge and experiences needed to understand the text.	R2.1-1.4 Uses prior knowledge and experiences to guide interpretation of events, ideas, and themes in texts. Evaluates the relevance and adequacy of prior knowledge and experiences to guide and revise ongoing interpretations of texts.	R2.1-1.5 Uses prior knowledge and experiences to guide the analysis of events, ideas, and themes in complex texts. Evaluates the relevance and adequacy of prior knowledge and experiences to guide and revise ongoing interpretations of texts. Recognizes when problems in comprehension are due to misconceptions.	R2.1-1.6 Uses prior knowledge and experiences to guide the analysis of events, ideas, and themes in complex texts. Evaluates the relevance and adequacy of prior knowledge and experiences to guide and revise ongoing interpretations of texts. Identifies and resolves problems in comprehension due to misconceptions.
R2.1-2.3 Draws on relevant prior knowledge and experiences to extend and elaborate the meaning of events, key ideas, main ideas, supporting ideas, and themes in texts (e.g., draws conclusions, recognizes consequences and implications, explains personal significance).	R2.1-2.4 Draws on relevant prior knowledge and experiences to extend and elaborate the meaning of events, key ideas, main ideas, supporting ideas, and themes in texts (e.g., draws conclusions, identifies underlying assumptions and implications, recognizes higher-level organizing categories and principles, evaluates personal significance).	R2.1-2.5 Draws on relevant prior knowledge and experiences to extend, elaborate, and analyze the meaning of events, key ideas, main ideas, supporting ideas, and themes in complex texts (e.g., draws conclusions, identifies underlying assumptions and implications, recognizes higher-level organizing categories and principles, evaluates personal significance).	R2.1-2.6 Draws on relevant prior knowledge and experiences to extend, elaborate, and evaluate the meaning of events, key ideas, main ideas, supporting ideas, and themes in complex texts (e.g., draws conclusions, identifies implications, critiques underlying assumptions, formulates higher-level organizing categories and principles, evaluates personal significance).

Objective R2.2

Student uses context to comprehend and elaborate the meaning of texts.

Student makes connections among the social, cultural, and historical context, and the author’s perspectives, attitudes, and beliefs to develop, extend, and elaborate multiple interpretations of texts. Student understands how personal, social, cultural, and historical contexts shape readers’ interpretations of texts and uses this understanding to develop multiple interpretations of texts.

Performance Expectation Category	Level 1	Level 2
R2.2.1 Makes connections among a text; its social, cultural, and historical context; and the author’s perspectives, attitudes, and beliefs to extend and elaborate the meaning of texts.	R2.2-1.1 Understands that a text reflects a social, cultural, and historical context. Recognizes explicit references to elements of the social, cultural, and historical context of the text.	R2.2-1.2 Identifies explicit references to elements of the social, cultural, and historical context and uses them to guide interpretation of texts.
R2.2.2 Understands how personal, social, cultural, and historical contexts shape readers’ interpretations of texts and uses this understanding to develop multiple interpretations of texts.	R2.2-2.1 Recognizes what he or she likes or dislikes about a text and gives reasons. Recognizes that different readers have different opinions about texts.	R2.2-2.2 Describes what he or she likes or dislikes about a text and gives reasons. Understands that different readers respond differently to texts and that their personal attitudes and beliefs about events, ideas, and themes in texts shape their comprehension of texts.

Level 3	Level 4	Level 5	Level 6
R2.2-1.3 Explains explicit and implicit references to elements of the social, cultural, and historical context and uses that understanding to extend and elaborate the meaning of texts.	R2.2-1.4 Analyzes explicit and implicit references to elements of the social, cultural, and historical context and uses that understanding to extend and elaborate the meaning of texts. Understands that an author's perspective may differ from the values, attitudes, and beliefs of the larger social, cultural, historical context.	R2.2-1.5 Analyzes explicit and implicit references to elements of the social, cultural, and historical context and uses that understanding to extend and elaborate the meaning of texts. Analyzes the text to identify the author's attitudes, perspectives, and beliefs and compares these to the larger social, cultural, and historical context of the text.	R2.2-1.6 Analyzes explicit and implicit references to elements of the social, cultural, and historical context and uses that understanding to extend and elaborate the meaning of texts. Analyzes the text to identify the author's attitudes, perspectives, and beliefs and critiques how these relate to the larger social, cultural, and historical context of the text.
R2.2-2.3 Identifies personal attitudes and beliefs about events, ideas, and themes in texts and explains how these attitudes and beliefs shape his or her comprehension of texts.	R2.2-2.4 Recognizes that readers from different social, cultural, and historical contexts read and interpret texts differently. Considers alternative perspectives and uses these to develop multiple interpretations of the events, ideas, and themes in complex texts.	R2.2-2.5 Analyzes how readers from different social, cultural, and historical contexts read and interpret texts differently. Considers alternative perspectives and uses these to develop multiple interpretations of the events, ideas, and themes in complex texts.	R2.2-2.6 Analyzes and evaluates how readers from different social, cultural, and historical contexts read and interpret texts differently. Applies personal and formal critical perspectives (e.g., historical, psychoanalytical, economic, philosophical, feminist) to develop, analyze, and critique multiple interpretations of the events, ideas, and themes in complex texts.

Objective R2.3

Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

Student uses knowledge about the evolution and diversity of language to guide comprehension of texts. Student understands that language represents and constructs how readers perceive events, people, groups, and ideas and has both positive and negative implications that can affect readers in different ways.

Performance Expectation Category	Level 1	Level 2
R2.3.1 Uses knowledge of the evolution and diversity of language to guide comprehension of texts.	R2.3-1.1 Understands that the English language evolves and recognizes social, cultural, and historical differences in language across a variety of texts.	R2.3-1.2 Understands that the English language evolves and uses that knowledge to note social, cultural, and historical differences in language across a variety of texts.
R2.3.2 Understands that language represents and constructs how readers perceive events, people, groups, and ideas and has both positive and negative implications that can affect readers in different ways.	R2.3-2.1 Understands that language represents and constructs how readers perceive events, people, groups, and ideas and has both positive and negative implications that can affect readers in different ways.	R2.3-2.2 Understands that language represents and constructs how readers perceive events, people, groups, and ideas. Recognizes positive and negative implications of language and identifies how it can affect readers in different ways.

Level 3	Level 4	Level 5	Level 6
R2.3-1.3 Understands that English language vocabulary evolves as new words enter into common usage in response to contemporary events and inventions. Uses this knowledge to guide comprehension of texts.	R2.3-1.4 Understands that all languages change over time, and that these changes can affect vocabulary, spelling, grammar, standards of usage, and rules governing mechanics. Uses this knowledge to guide comprehension of texts.	R2.3-1.5 Understands that all languages change over time and that these changes can affect vocabulary, spelling, grammar, standards of usage, and rules governing mechanics. Uses this knowledge to situate texts within historical or social contexts.	R2.3-1.6 Understands that variations in vocabulary, spelling, grammar, standards of usage, and rules governing mechanics occur over time and across regions as speakers of English have migrated and separated into distinct language communities with distinct dialects. Uses this knowledge to situate texts within historical or social contexts.
R2.3-2.3 Understands that language represents and constructs how readers perceive events, people, groups, and ideas. Recognizes positive and negative implications of language and explains how it can affect readers in different ways.	R2.3-2.4 Understands how language represents and constructs how readers perceive events, people, groups, and ideas. Identifies positive and negative implications of language and explains how it can affect readers in different ways depending on context. Recognizes that language conveys intended and unintended meanings for readers.	R2.3-2.5 Explains how language represents and constructs how readers perceive events, people, groups, and ideas. Explains positive and negative implications of language and how it can affect readers in different ways depending on context. Explains how language conveys intended and unintended meanings for readers and how it reflects etymological and historical roots.	R2.3-2.6 Analyzes how language represents and constructs how readers perceive events, people, groups, and ideas. Analyzes and evaluates positive and negative implications of language and how it can affect readers in different ways depending on context. Analyzes how language conveys intended and unintended meanings for readers and how it relates to etymological and historical roots.

Reading Standards

Standard 3

Author's Purpose, Audience, and Craft

Students analyze how authors use language, literary and stylistic devices, and genre elements to appeal to an audience and achieve purposes and goals.

Objectives

- R3.1** Student rhetorically analyzes author's purpose, intended audience, and goals.
- R3.2** Student interprets, analyzes, and critiques author's use of literary and rhetorical devices, language, and style.

Objective R3.1

Student rhetorically analyzes author's purpose, intended audience, and goals.

Student analyzes an author's intended audience, purpose, and goals; the author's appeals to the logic, emotion, values, and beliefs of an audience; and the author's use of specific genre elements to guide interpretation of texts.

Performance Expectation Category	Level 1	Level 2
R3.1.1 Analyzes an author's intended audience, purpose, and goals to guide the interpretation of a text.	R3.1-1.1 Recognizes an author's intended audience and purposes for writing.	R3.1-1.2 Identifies an author's intended audience and purposes for writing to guide the interpretation of a text.
R3.1.2 Analyzes how an author creates an <u>authorial persona</u> , uses reasoning and evidence, and appeals to audience's emotions, interests, values, and beliefs to achieve specific purposes.	R3.1-2.1 Understands the concept of voice in text. Recognizes how authors create a distinctive voice in a text. Understands that authors craft texts to appeal to audience emotions, interests, values, and beliefs.	R3.1-2.2 Identifies defining characteristics of voice in a text. Recognizes ways in which authors appeal to audience emotions, interests, values, and beliefs in a text.
R3.1.3 Analyzes how an author uses specific <u>genre elements to engage readers' conventional genre expectations to achieve specific effects</u> .	R3.1-3.1 Understands that genres have conventional elements and characteristics and recognizes an author's use of them within a variety of genres (e.g., science fiction, myths, poetry, drama, essays, editorials).	R3.1-3.2 Identifies an author's use of specific genre elements and relates them to conventional characteristics of a variety of genres (e.g., science fiction, myths, poetry, drama, essays, editorials).

Level 3	Level 4	Level 5	Level 6
R3.1-1.3 Infers specific characteristics of an author's intended audience and purposes for writing to guide the interpretation of a text.	R3.1-1.4 Analyzes specific characteristics of an author's intended audience and the author's explicit purposes for writing to guide the interpretation of a text.	R3.1-1.5 Analyzes specific characteristics of an author's intended audience and the author's explicit and implicit purposes for writing to guide the interpretation of a text. Analyzes author's knowledge of the intended audience and how the text corresponds to the author's purposes for writing.	R3.1-1.6 Analyzes specific characteristics of an author's intended audience and the author's implicit and explicit purposes for writing to guide the interpretation of a text. Analyzes and evaluates author's knowledge of the intended audience and how the text corresponds to the author's purposes for writing.
R3.1-2.3 Describes an author's distinctive voice and how it may be appropriate to purpose and audience. Describes how an author appeals to audience emotions, interests, values, and beliefs. Describes how an author uses reasoning and evidence to achieve specific purposes for an intended audience.	R3.1-2.4 Explains how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.	R3.1-2.5 Analyzes how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.	R3.1-2.6 Critiques and evaluates how an author crafts an authorial persona to achieve an intended effect on an audience; appeals to audience emotions, interests, values, and beliefs; and uses reasoning and evidence to achieve specific purposes for an intended audience.
R3.1-3.3 Explains how an author uses specific genre elements to engage readers' conventional expectations associated with a variety of genres (e.g., science fiction, myths, poetry, drama, essays, editorials).	R3.1-3.4 Explains and illustrates how authors use specific genre elements to engage readers' conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Describes how an author deviates from genre norms to achieve specific effects.	R3.1-3.5 Analyzes how authors use specific genre elements to engage readers' conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Analyzes how an author deviates from genre norms to achieve specific effects.	R3.1-3.6 Evaluates and critiques how authors use specific genre elements to engage readers' conventional expectations associated with a variety of genres (e.g., classical essays, tragedy, comedy/satire, parables, epics, periodicals/journals). Analyzes how an author crosses and blends genres to achieve specific effects.

Objective R3.2

Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style.

Student analyzes how authors use language, stylistic devices, literary devices, and figurative language to achieve specific effects.

Performance Expectation Category	Level 1	Level 2
R3.2.1 Analyzes how authors use language and stylistic devices to achieve specific effects.	R3.2-1.1 Understands that authors make specific word choices to achieve specific effects.	R3.2-1.2 Describes the effects of an author’s specific word choices.
R3.2.2 Analyzes how authors use literary devices and figurative language to achieve specific effects.	R3.2-2.1 Understands that authors use literary devices and figurative language (e.g., sensory details, symbolism, foreshadowing, metaphor, hyperbole) to achieve specific effects. Recognizes their use in texts.	R3.2-2.2 Interprets the meaning and describes the effects of literary devices and figurative language (e.g., sensory details, symbolism, foreshadowing, metaphor, hyperbole).

Level 3	Level 4	Level 5	Level 6
R3.2-1.3 Explains how an author’s specific word choices and sentence structures achieve specific effects (e.g., formal and informal tone, voice).	R3.2-1.4 Analyzes how an author’s specific word choices and sentence structures achieve specific effects and support author’s purpose.	R3.2-1.5 Evaluates how an author’s specific word choices and sentence structures shape the intended meaning of the text, achieve specific effects (e.g., to convey author’s attitude toward the reader and subject matter), and support author’s purpose.	R3.2-1.6 Critiques how an author’s specific word choices and sentence structures shape the intended meaning of the text, achieve specific effects (e.g., to convey author’s attitude toward the reader and subject matter), and support author’s purpose.
R3.2-2.3 Explains the meaning and effects of literary devices and figurative language (e.g., sensory details, symbolism, foreshadowing, metaphor, hyperbole).	R3.2-2.4 Analyzes how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone).	R3.2-2.5 Analyzes and evaluates how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone) and explains how literary devices and figurative language are used to reinforce key ideas, events, and themes and create multiple layers of meaning.	R3.2-2.6 Critiques how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone) and analyzes how literary devices and figurative language are used to reinforce key ideas, events, and themes and create multiple layers of meaning.

Reading Standards

Standard 4

Using Strategies to Comprehend Texts

Students use pre-reading, during-reading, post-reading, and metacognitive strategies to identify purposes and goals for reading; identify and elaborate key ideas; extend, elaborate, and deepen comprehension; organize, restructure, and synthesize representations of meaning; and monitor comprehension. Students adjust strategies based on the success or failure of comprehension.

Research shows that instruction in using strategies can be effective when students learn to draw flexibly from a repertoire of strategies in response to the needs of the reading activity. While the categories of strategies presented in this standard are described separately, instruction should help students develop skills in selecting, coordinating, evaluating, and adjusting their use of strategies in response to their comprehension monitoring.

Objectives

- R4.1** Student uses strategies to prepare to read.
- R4.2** Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.
- R4.3** Student uses strategies to go beyond the text.
- R4.4** Student uses strategies to organize, restructure, and synthesize text content.
- R4.5** Student monitors comprehension and reading strategies throughout the reading process.

Objective R4.1**Student uses strategies to prepare to read.**

Student prepares to read by identifying purposes and goals for reading and by using pre-reading strategies. Preparing to read helps the student to develop expectations about the language and structure of a particular text, and it helps to guide the reading process.

Performance Expectation Category	Level 1	Level 2
R4.1.1 Identifies purposes and goals for reading to guide the reading process.	R4.1-1.1 Understands that having specific purposes for reading will help determine what information in a text is important and what strategies to use. Identifies purposes for reading (e.g., reading for enjoyment, to identify themes or main ideas, to write a summary, to follow instructions) and recognizes that reading strategies will support these purposes.	R4.1-1.2 Identifies increasingly complex purposes for reading (e.g., to identify and evaluate sources for a report, to describe elements of author's craft, to understand and solve problems) and considers how different reading strategies will support these purposes.
R4.1.2 Uses pre-reading strategies to develop expectations about the text and to guide the reading process.	R4.1-2.1 Uses pre-reading strategies, such as generating basic questions to answer while reading, previewing sections of texts (e.g., title, introduction, headings, key words, figures, tables, conclusions), and activating prior knowledge (e.g., creating word and concept lists).	R4.1-2.2 Uses pre-reading strategies, such as generating basic questions to answer while reading, previewing sections of texts (e.g., title, introduction, headings, key words, figures, tables, conclusions), and activating prior knowledge (e.g., creating word and concept lists). Recognizes that these pre-reading strategies help to develop expectations about the text and to guide the reading process.

Level 3	Level 4	Level 5	Level 6
R4.1-1.3 Identifies increasingly complex purposes for reading (e.g., to identify and evaluate sources for a report, to describe elements of author's craft, to understand and solve problems) and uses reading strategies that support these purposes.	R4.1-1.4 Identifies increasingly complex purposes for reading (e.g., to identify and evaluate sources for a report, to describe elements of author's craft, to understand and solve problems) and refers to these purposes to guide the reading process and the selection of strategies both during and after reading.	R4.1-1.5 Identifies and refines increasingly complex purposes for reading (e.g., to analyze elements of author's craft; to analyze a <u>thesis</u> and how it structures an argument; to analyze and compare personal, social, cultural, and historical perspectives) and refers to these purposes to guide the reading process and the selection of strategies both during and after reading.	R4.1-1.6 Identifies and refines increasingly complex purposes for reading (e.g., to analyze multiple perspectives, authors, genres, ideas, or values; to critique elements of author's craft; to evaluate the credibility and authority of an author; to conduct research) and refers to these purposes to guide the reading process and the selection of strategies both during and after reading.
R4.1-2.3 Uses pre-reading strategies, such as generating questions and previewing, activating and evaluating prior knowledge, scanning, and skimming texts. Uses these pre-reading strategies to develop expectations about the text and to guide the reading process.	R4.1-2.4 Selects pre-reading strategies, such as generating questions and previewing, activating and evaluating prior knowledge, scanning, and skimming texts. Uses these pre-reading strategies to develop expectations about the text and to guide the reading process.	R4.1-2.5 Selects and prioritizes appropriate pre-reading strategies, such as generating questions and previewing, activating and evaluating prior knowledge, scanning, and skimming texts. Uses information gained from these pre-reading strategies to develop expectations about the text, guide the reading process, and select appropriate reading strategies used both during and after reading.	R4.1-2.6 Knows when, why, and how to use appropriate pre-reading strategies, such as generating questions, activating and evaluating prior knowledge, previewing, scanning, and skimming texts. Uses information gained from these pre-reading strategies to develop expectations about the text, guide the reading process, and select appropriate reading strategies used both during and after reading.

Objective R4.2**Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.**

Student knows when, why, and how to use text-processing strategies during reading to identify and elaborate key ideas and resolve problems in comprehension.

Performance Expectation Category	Level 1	Level 2
R4.2.1 Uses text-focused strategies (e.g., re-reading, paraphrasing, chunking, close reading) to better understand texts, improve global understanding, and infer implied meanings of the text.	R4.2-1.1 Re-reads and paraphrases sentences and chunks difficult words and sentences to better understand texts and improve global understanding. Uses close reading (e.g., examines the meaning of words, sentences, and paragraphs) to interpret texts.	R4.2-1.2 Re-reads and paraphrases sentences and chunks difficult words and sentences to better understand texts and improve global understanding, particularly when comprehension problems are encountered. Uses close reading (e.g., examines the meaning of words, sentences, and paragraphs) to interpret texts.
R4.2.2 Marks and annotates texts and takes notes during or after reading to identify and elaborate key ideas.	R4.2-2.1 Marks and annotates texts to focus attention on the reading task and to identify key concepts.	R4.2-2.2 Marks and annotates texts and takes notes during or after reading to identify key concepts.
R4.2.3 Makes intentional bridging inferences and connections back to previous sentences and ideas across larger sections of text to resolve problems in comprehension.	R4.2-3.1 Makes intentional bridging connections back to previous sentences and ideas in the text to resolve problems in comprehension.	R4.2-3.2 Makes intentional bridging inferences and connections back to previous sentences and ideas across larger sections of text or in conceptually and stylistically less familiar texts to resolve problems in comprehension.
R4.2.4 Uses text structures to make connections among ideas and improve comprehension.	R4.2-4.1 Understands that knowledge of the organization and structure of narratives and informational texts helps to guide reading.	R4.2-4.2 Uses knowledge of how narratives and informational texts are typically organized to guide reading.

Level 3	Level 4	Level 5	Level 6
R4.2-1.3 Knows when to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding. Uses close reading (e.g., interprets semantic nuances of language and author's craft) to infer implied meanings of texts.	R4.2-1.4 Knows when, why, and how to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding. Uses close reading (e.g., analyzes semantic nuances of language and author's craft) to infer implied meanings of texts.	R4.2-1.5 Knows when, why, and how to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding. Knows when to use close reading (e.g., analyzes semantic, syntactic, and stylistic nuances of language) to infer implied meanings of texts.	R4.2-1.6 Knows when, why, and how to use text-focused strategies (e.g., re-reading, paraphrasing, chunking) to better understand texts and improve global understanding, and to use close reading (e.g., analyzes semantic, syntactic, and stylistic nuances of language) to infer implied meanings of texts.
R4.2-2.3 Marks and annotates texts and takes notes during or after reading to identify key concepts, issues, principles, and points to be re-read, elaborated, and retained.	R4.2-2.4 Marks and annotates texts and takes notes during or after reading to identify key concepts, issues, principles, and points to be re-read, elaborated, and retained, to make connections among ideas, and to question the text.	R4.2-2.5 Marks and annotates texts and takes notes during or after reading to identify points to be re-read or elaborated, to make connections among ideas, to question the text, and to generate and revise ongoing interpretations.	R4.2-2.6 Knows when, why, and how to efficiently mark and annotate texts and take notes during or after reading to identify points to be re-read or elaborated, to make connections among ideas, to question the text, and to generate and revise ongoing interpretations.
R4.2-3.3 Makes intentional bridging inferences and connections back to previous sentences and ideas across larger sections of text, in conceptually and stylistically less familiar texts, or in more-complex texts, to resolve problems in comprehension.	R4.2-3.4 Makes intentional bridging inferences and connections back to previous sentences and ideas across larger sections of text, in conceptually and stylistically less familiar texts, or in more-complex texts, using additional strategies to help achieve these goals to resolve problems in comprehension.	R4.2-3.5 Makes intentional bridging inferences and connections back to previous sentences and implied ideas across larger sections of text, in conceptually and stylistically less familiar texts, or in more-complex texts, and to implied organizational patterns to resolve problems in comprehension, using additional strategies to achieve these goals.	R4.2-3.6 Knows when to make intentional bridging inferences and connections back to previous sentences and implied ideas across larger sections of text, in conceptually and stylistically less familiar texts, or in more-complex texts, and to implied organizational patterns to resolve problems in comprehension, coordinating the use of additional strategies to achieve these goals.
R4.2-4.3 Applies knowledge of the structure of narrative texts to guide reading and to make predictions and elaborations. Applies knowledge of typical organizational patterns observed in informational texts to search for relationships among ideas and to guide the reading process.	R4.2-4.4 Applies knowledge of the structure of narrative texts to guide reading and to make predictions and elaborations. Applies knowledge of typical organizational patterns observed in informational texts to chunk the text, search for relationships among ideas, and guide the reading process.	R4.2-4.5 Applies knowledge of a variety of complex structures of narrative texts to guide reading and to make predictions and elaborations. Applies knowledge of a variety of typical organizational patterns observed in informational texts to chunk the text, search for relationships among ideas, and guide the reading process.	R4.2-4.6 Applies knowledge of a variety of complex structures of narrative texts to guide reading and to make predictions and elaborations, noting where narratives follow or deviate from conventional patterns. Applies knowledge of a variety of complex organizational patterns observed in informational texts to chunk the text, search for relationships among ideas, and guide the reading process.

Objective R4.3**Student uses strategies to go beyond the text.**

Student uses strategies to go beyond the information contained in the text by using questions of self, author, text, and context; think-aloud and self-explanation; visualization; and primary and secondary sources to extend, elaborate, and deepen comprehension of the text.

Performance Expectation Category	Level 1	Level 2
R4.3.1 Uses questions of self, author, text, and context to clarify and extend comprehension of texts.	R4.3-1.1 Understands that there are different kinds of questions that can be asked to clarify and extend comprehension of texts (i.e., questions of self, of author, of text, and of context). Uses questions to activate prior knowledge, question the author, question the text for multiple levels of meaning (e.g., literal, inferential, and evaluative), and question the context.	R4.3-1.2 Understands that different kinds of questions can be asked for different purposes related to clarifying and extending comprehension of texts (i.e., questions of self, of author, of text, and of context). Uses appropriate questions to activate prior knowledge, question the author, question the text for multiple levels of meaning (e.g., literal, inferential, and evaluative), and question the context.
R4.3.2 Uses think-aloud and self-explanation to extend and elaborate the meaning of the text.	R4.3-2.1 Uses think-aloud strategy to paraphrase text while reading.	R4.3-2.2 Uses think-aloud strategy to paraphrase text while reading and to make connections among ideas in the text.
R4.3.3 Uses visualization to represent and make connections among objects, setting, characters, events, processes, and concepts in texts.	R4.3-3.1 Uses visualization (represented internally or externally) to represent objects, settings, characters, and events in texts.	R4.3-3.2 Uses visualization (represented internally or externally) to represent objects, setting, characters, events, and processes in texts.
R4.3.4 Uses a variety of primary and secondary sources to expand and deepen the understanding of texts.	R4.3-4.1 Uses primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, class notes, interviews, discussions) provided to aid understanding of unfamiliar words and concepts.	R4.3-4.2 Identifies and uses a variety of primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, almanacs, class notes, interviews, discussions) to research word meanings and unfamiliar concepts.

Level 3	Level 4	Level 5	Level 6
R4.3-1.3 Understands that different kinds of questions can be asked for different purposes related to clarifying and extending comprehension of texts (i.e., questions of self, of author, of text, and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, question the author, question the text for multiple levels of meaning (e.g., literal, inferential, and evaluative), and question the context.	R4.3-1.4 Generates different kinds of questions to clarify and extend comprehension of texts (i.e., questions of self, of author, of text, and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, to analyze the author's intentions, to interpret elements of the text, and to understand how the text fits within the author's social, cultural, or historical contexts.	R4.3-1.5 Generates different kinds of questions to clarify and extend comprehension of texts (i.e., questions of self, of author, of text, and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, to analyze the author's intentions, to interpret elements of increasingly complex texts, and to analyze how the text fits within the author's social, cultural, or historical contexts.	R4.3-1.6 Generates different kinds of questions to clarify and extend comprehension of texts (i.e., questions of self, of author, of text, and of context). Identifies comprehension goals and generates appropriate questions to activate prior knowledge, to analyze and critique the author's intentions and strategies, to analyze elements of increasingly complex texts, and to analyze how the text relates to other texts and to other social, cultural, and historical contexts.
R4.3-2.3 Uses think-aloud strategy to paraphrase text and self-explanation (i.e., explains verbally or in writing the meaning of sentences to self) to understand difficult concepts, make connections, and extend and elaborate meaning.	R4.3-2.4 Uses think-aloud and self-explanation (e.g., explains verbally or in writing the meaning of sentences to self, making explicit connections to abstract ideas, principles, and theories, and uses general knowledge and reasoning to compensate for deficits in knowledge directly related to the text) to understand difficult concepts, make connections, and extend and elaborate meaning.	R4.3-2.5 Uses self-explanation (e.g., explains verbally or in writing the meaning of sentences to self, making explicit connections to abstract ideas, principles, and theories, and uses general knowledge and reasoning to compensate for deficits in knowledge directly related to the text) to understand difficult concepts, make connections, and extend and elaborate meaning.	R4.3-2.6 Uses self-explanation (e.g., explains the meaning of sentences to self, making explicit connections to abstract ideas, principles, and theories, and uses general knowledge and reasoning to compensate for deficits in knowledge directly related to the text) to understand difficult concepts, make connections, extend and elaborate meaning, and relate the information in the text to other relevant applications.
R4.3-3.3 Uses visualization (represented internally or externally) to represent objects, setting, characters, events, processes, and concepts in texts.	R4.3-3.4 Uses visualization (represented internally or externally) to represent and make connections among objects, setting, characters, events, processes, and concepts in increasingly complex texts.	R4.3-3.5 Knows when to use visualization (represented internally or externally) to represent and make connections among objects, setting, characters, events, processes, and concepts in complex texts.	R4.3-3.6 Knows when, why, and how to use visualization (represented internally or externally) to represent and make connections among objects, setting, characters, events, processes, and concepts in complex texts.
R4.3-4.3 Identifies and uses a variety of primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, almanacs, class notes, interviews, discussions) to expand and deepen the understanding of texts.	R4.3-4.4 Identifies and selects appropriate primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, almanacs, class notes, interviews, discussions) to expand and deepen the understanding of texts.	R4.3-4.5 Identifies and selects appropriate primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, almanacs, class notes, interviews, discussions) and uses them with increased efficiency to expand and deepen the understanding of texts.	R4.3-4.6 Knows when, why, and how to select and use appropriate primary and secondary sources (e.g., dictionaries, Internet sites, encyclopedias, almanacs, class notes, interviews, discussions) and uses them with increased efficiency to expand and deepen the understanding of texts.

Objective R4.4

Student uses strategies to organize, restructure, and synthesize text content.

Student uses strategies to organize, restructure, and synthesize representations of meaning generated through reading texts to improve comprehension of texts.

Performance Expectation Category	Level 1	Level 2
R4.4.1 Uses graphic organizers and reading guides to map relationships among ideas generated during reading to improve comprehension of texts.	R4.4-1.1 Recognizes the utility of graphic organizers (e.g., diagrams, story maps, concept maps, or pictures about content) and reading guides for mapping relationships among the ideas generated while reading texts.	R4.4-1.2 Uses graphic organizers (e.g., diagrams, story maps, concept maps, tables) and reading guides to map relationships among the ideas generated while reading.
R4.4.2 Develops summaries and writes to learn in order to delineate the relationships among ideas and construct the gist of texts.	R4.4-2.1 Summarizes short, simple texts to identify relevant and important information, main ideas, and the theme.	R4.4-2.2 Summarizes texts to better understand the main ideas and the theme, identifying and selecting relevant and important information.

Level 3	Level 4	Level 5	Level 6
R4.4-1.3 Uses graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables) and reading guides to map relationships among more-complex ideas generated while reading.	R4.4-1.4 Selects graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables) and reading guides to map relationships among more-complex ideas generated while reading. Evaluates the utility of various graphic organizers and modifies them to meet personal goals.	R4.4-1.5 Generates and uses graphic organizers (e.g., diagrams, flow charts, outlines, concept maps, tables) and reading guides to guide analysis of content and rhetorical dimensions of complex texts. Evaluates the utility of various graphic organizers and modifies them to meet personal goals.	R4.4-1.6 Knows when, why, and how to generate and use a variety of graphic organizers (e.g., diagrams, flow charts, outlines, concept maps, tables) and interactive reading guides to guide analyses of content and rhetorical dimensions of complex texts. Evaluates the utility of various graphic organizers and modifies them to meet personal goals.
R4.4-2.3 Develops structured mental, oral, or written summaries of texts and writes to learn in order to delineate the hierarchical relationships among supporting ideas, key ideas, and themes.	R4.4-2.4 Develops structured mental, oral, or written summaries of texts and writes to learn in order to delineate complex relationships among supporting ideas, key ideas, and themes.	R4.4-2.5 Develops concise, well-organized mental, oral, or written summaries of texts and writes to learn in order to delineate complex relationships among ideas and to evaluate comprehension of complex texts.	R4.4-2.6 Develops concise, well-organized mental, oral, or written summaries of texts and writes to learn in order to delineate complex relationships among ideas, to evaluate comprehension of complex texts, and to compare multiple texts.

Objective R4.5**Student monitors comprehension and reading strategies throughout the reading process.**

Student uses metacognitive strategies to monitor comprehension while reading and assess comprehension after reading. Student assesses the appropriateness of particular reading strategies and adjusts strategies based on the success or failure of comprehension.

Performance Expectation Category	Level 1	Level 2
R4.5.1 Monitors comprehension while reading by generating questions to determine level of understanding, by participating in discussions about the text, by noting points of misunderstanding, and by trying to establish connections among ideas in the text and to prior knowledge. Adjusts reading strategies to improve comprehension.	R4.5-1.1 Monitors comprehension of words, sentences, and paragraphs while reading by generating questions to determine level of understanding, by participating in discussions about the text, by noting points of misunderstanding, and by trying to establish connections among ideas in the text. Recognizes that reading strategies can improve comprehension.	R4.5-1.2 Monitors comprehension of words, sentences, and paragraphs while reading by generating questions to determine level of understanding, by participating in discussions about the text, by noting points of misunderstanding, and by trying to establish connections among ideas in the text. Selects from provided reading strategies to improve comprehension and to achieve the purposes for reading.
R4.5.2 Assesses post-reading comprehension, memory, and learning and adjusts reading strategies to improve comprehension.	R4.5-2.1 Understands the importance of monitoring comprehension after reading. Assesses post-reading comprehension (e.g., by determining the ability to answer various types and levels of questions). Selects from provided reading strategies to adjust reading.	R4.5-2.2 Assesses post-reading comprehension (e.g., by answering questions, participating in discussion, retrieving keywords). Selects from provided reading strategies to adjust reading.

Level 3	Level 4	Level 5	Level 6
R4.5-1.3 Monitors comprehension of texts while reading by generating questions to determine level of understanding, by participating in discussions about the text, by noting points of misunderstanding, and by trying to establish connections among ideas in the text and to prior knowledge. Uses reading strategies to improve comprehension and to achieve the purposes for reading.	R4.5-1.4 Monitors comprehension of texts while reading by generating questions to determine level of understanding, by participating in discussions about the text, by noting points of misunderstanding, and by trying to establish connections among ideas in the text and to prior knowledge. Responds to the perceived difficulty of the text, the achievement of reading purposes, and the quality of comprehension by adjusting reading strategies.	R4.5-1.5 Monitors comprehension, including the accuracy of previous predictions and elaborations, while reading. Assesses the coherence of connections among ideas in the text and connections to prior knowledge. Responds to the perceived difficulty of the text, the achievement of reading purposes, and the quality of comprehension by evaluating and adjusting reading strategies.	R4.5-1.6 Knows when, why, and how to use metacognitive processes to actively monitor comprehension, assessing whether the reading process is successful given the purposes. Adjusts reading strategies while reading.
R4.5-2.3 Assesses post-reading comprehension, memory, and learning (e.g., by generating and answering questions, participating in discussion, retrieving keywords, or recalling text after a delay). Understands the need to adjust reading strategies according to the quality of post-reading comprehension and the purpose for reading and selects from provided strategies to improve comprehension.	R4.5-2.4 Assesses post-reading comprehension, memory, and learning (e.g., by generating and answering questions, participating in discussion, retrieving keywords, or recalling text after a delay). Adjusts reading strategies according to the quality of post-reading comprehension and purpose for reading.	R4.5-2.5 Assesses post-reading comprehension, memory, and learning (e.g., by answering self-generated questions, participating in discussion, retrieving keywords, or recalling text after a delay). Adjusts reading strategies according to the quality of post-reading comprehension and purpose for reading.	R4.5-2.6 Knows when, why, and how to assess post-reading comprehension, memory, and learning (e.g., by answering self-generated questions, participating in discussion, retrieving keywords, or recalling text after a delay). Adjusts reading strategies according to the quality of post-reading comprehension and purpose for reading.

Writing Standards

Writing is a recursive process. Although teachers sometimes teach writing as a linear process to scaffold writing instruction, experienced writers do not usually follow a linear progression of stages as they compose a text. Rather, research reveals that experienced writers are flexible in how they approach a writing situation, drawing on a variety of strategies to carry out and manage the numerous complex tasks involved in composing. There are no set formulas for making these decisions; experienced writers adjust their processes according to particular tasks, genres, and purposes. They follow an internalized sense of what is working and what is not working to guide their writing. To develop this felt sense, novice writers must learn and practice effective writing strategies and receive regular feedback on their writing so that they develop a repertoire of strategies to call upon. Different writers will do this in various ways, and effective instruction supports this variety.

Writers must manage myriad complex tasks when composing. They manage these tasks throughout the writing activity, not in a linear progression of stages but flexibly and constantly. They define their goals for writing in relation to audience interests, values, assumptions, and knowledge; select strategies appropriate for selected genres; develop a writing plan for achieving their goals; brainstorm ideas and generate content related to the topic, the audience, and their writing goals; draft and evaluate the emerging text—paragraph by paragraph, line by line, minute by minute—to determine whether it is following their plan and achieving their goals. Experienced writers monitor and orchestrate these processes constantly,

following their sense of what is working and what is not, reconsidering and revising their goals and adjusting their writing plans while they write. Monitoring and orchestrating these processes are complex and demanding activities.

Helping students develop these complex skills is not a simple task. Learning to write is hard work; novice writers require effective instruction, good feedback, and clear models if they are to learn to manage these processes independently. Helping students find the motivation to learn these skills can be enhanced by enabling students to generate their own topics, develop their own research questions, decide the kinds of data they want to collect, and determine how to present the information. Moreover, student writers should be encouraged to write outside of school, using the power of writing to discover and deepen their sense of self and to understand and engage their world. Students should be encouraged, as often as possible, to write for real audiences, including audiences beyond the classroom. Enabling novice writers to experience writing in these authentic and personal ways will help them find that writing can be “liberating, satisfying, even joyful” (National Commission on Writing, 2003).

Despite romantic notions of the solitary writer conceiving original ideas free of outside influences, writing is always social, in that writers work within their social, cultural, and linguistic contexts,

which both empower and constrain how writers construct and represent meaning. Experienced writers work out their ideas through dialogue and correspondence with trusted friends, colleagues, and editors, and draw on the expertise of proofreaders and publishers. In more pragmatic ways, writers frequently must respond to the requirements of an assigned task and address the expectations of a given audience. Experienced writers consider all of these dimensions—often unconsciously—as they compose.

The interconnections and interdependencies among reading, writing, speaking, listening, viewing, and representing require that students engage writing in connection to the other English language arts. Novice writers should have ample opportunity through critical reading, listening, and viewing to experience and analyze how other communicators craft and convey meaning so that they may draw on those models when writing, speaking, and representing. By exploring both the power and the constraints of these various media, writers develop a richer repertoire of strategies and skills. They also learn that real-world communication contexts often call for productions that incorporate several language arts to construct and communicate meaning.

Opportunities to write should be provided across the curriculum, not only to provide more time to write, but also to draw on the power of writing to engage,

analyze, and understand the content knowledge of subject areas outside the English language arts classroom.

Although many processes of writing are common across subject areas and genres, research also establishes that writing in specific disciplines, subject areas, and genres involves knowledge of discipline-specific writing conventions and strategies. The English Language Arts College Board Standards for College Success, therefore, describe performance expectations specific to certain types of writing frequently expected of college students and taught in the K–12 classroom. Readers will note that Standards 1 and 5 are common to all writing activities described in this document, while Standards 2, 3, and 4 have been described specifically for argumentative writing (A), research writing (R), literary analysis (L), and creative and reflective writing (CR). This list is not exhaustive; the absence of a type of writing should not be interpreted as signaling its unimportance. Moreover, the types of writing listed here are not mutually exclusive; for example, a research paper can be an argument; a literary analysis is often an argument. In fact, good writing often resists limiting itself to what have often been referred to as genres because writers draw on and blend a variety of genres and resources that best shape the emerging text.

Argumentative Writing (A)

Argumentative writing takes many forms (e.g., editorial, persuasive letter, persuasive essay, speech). Argumentative writing emerges from a process of investigation, deliberation, reasoning, and consideration of strategic appeals.

Research Writing (R)

Research writing takes many forms (e.g., I-Search, formal research papers, research briefs, multi-genre research papers, presentations). Research writing emerges from a process of investigation, deliberation, reasoning, and consideration of strategic appeals. Authentic research is an integral part of everyday life, and all levels of the research process are complex.

Literary Analysis (L)

Literary analysis may take different forms (e.g., essays, formal research papers, presentations, diary entries, or personal letters written from the perspective of a character). Literary texts—poems, short stories, novels, drama, literary nonfiction—are complex, and an attentive reader who carefully and deliberately examines and analyzes these texts can help others to understand and appreciate them. Literary analysis requires skills in analytical close reading, familiarity with formal critical perspectives, and knowledge of literary elements.

Creative and Reflective Writing (CR)

Creative and reflective writing may take a variety of forms by which writers share insights and observations (e.g., narratives, poems, personal essays). This type of writing draws upon a variety of sources (e.g., personal experiences, interviews with others, secondary sources) and upon imaginative thinking. It provides rich opportunities for recollection of past, present, or imagined experiences and thoughtful reflection on these experiences.

Writing Standards

Standard 1

Rhetorical Analysis and Planning

Writers determine their purpose* for writing (e.g., to explore, to inform, to express, to persuade, to entertain, to share an experience or emotion) and consider possible audiences and genres. They analyze rhetorical tasks in a variety of ways and with an emerging sense of audience. In doing so, they reflect on, explore, define, and organize their thoughts in order to set goals about how best to accomplish the writing tasks. This process is recursive, not linear: writers redefine their goals and strategies in light of audience and context. Depending upon the task and upon their experiences, writers may compose written or mental lists, engage in fast writes, or even perform this process tacitly.

Though writers often begin with analysis and planning, sometimes they choose to plunge directly into drafting. Content, a sense of audience and purpose, organization, and style may emerge organically through drafting. As they draft, writers may become aware of areas needing more deliberate planning and research. Accomplished writers may internalize strategies and skills such that they plan and organize almost unconsciously.

Objective

W1.1 Student analyzes components of purpose, goals, audience, and genre.

*Underlined words and phrases are defined in the Glossary.

Objective W1.1

Student analyzes components of purpose, goals, audience, and genre.

Student considers his or her purposes and goals for writing, identifies possible audiences, and understands how genre guides decision making.

Performance Expectation Category	Level 1	Level 2
W1.1.1 Makes decisions about purposes and goals to be achieved in the writing.	W1.1-1.1 Considers specified purposes for writing (e.g., to reflect, to inform, to explain, to persuade, to entertain, to share an experience or emotion), choosing one, and considers specific goals to be achieved.	W1.1-1.2 Considers specified purposes for writing (e.g., to reflect, to inform, to explain, to persuade, to entertain, to share an experience or emotion), choosing one, and considers specific goals to be achieved.
W1.1.2 Identifies audiences appropriate to the writing task.	W1.1-2.1 Considers who the specified audience is for the writing task.	W1.1-2.2 Understands the characteristics of a specific audience for the writing task (e.g., self or others).
W1.1.3 Uses knowledge of genre to guide decisions about topic, audience, organizational structure, and authorial persona.	W1.1-3.1 Recognizes that different genres can be used for the same purpose.	W1.1-3.2 Recognizes that a genre can be used for different purposes.

Level 3	Level 4	Level 5	Level 6
W1.1-1.3 Decides on the purpose for writing (e.g., to reflect, to inform, to explain, to persuade, to entertain, to share an experience or emotion, to make a social statement) and identifies specific goals to be achieved.	W1.1-1.4 Decides on the purpose for writing (e.g., to reflect, to inform, to explain, to persuade, to entertain, to share an experience or emotion, to make a political or social statement) and identifies specific goals to be achieved.	W1.1-1.5 Evaluates potential purposes for writing (e.g., to reflect, to inform, to explain, to persuade, to entertain, to share an experience or emotion, to make a political or social statement) and determines specific goals to be achieved.	W1.1-1.6 Makes informed and sophisticated decisions about purposes and goals to be achieved in the writing.
W1.1-2.3 Identifies possible audiences, considers characteristics of each audience (e.g., interests, beliefs, background knowledge), and selects an appropriate audience for the writing task.	W1.1-2.4 Analyzes the writing task, considers potential audiences (i.e., analyzes assumptions, values, and background knowledge of intended audience), and decides on an intended audience.	W1.1-2.5 Analyzes the rhetorical situation, evaluates multiple possible audiences (i.e., analyzes assumptions, values, and background knowledge of each audience), and selects an appropriate audience.	W1.1-2.6 Makes informed and sophisticated decisions about audiences appropriate to the writing task.
W1.1-3.3 Understands that a genre (self-selected or selected by others) can achieve a variety of purposes and selects a genre that supports the purpose for writing.	W1.1-3.4 Considers possible genres and selects one, understanding that the choice of genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.	W1.1-3.5 Selects a genre from among possible genres and analyzes how the selected genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.	W1.1-3.6 Selects a genre from among possible genres and analyzes how the selected genre will guide the treatment of the topic, the development of a stance toward the audience, the organizational structure, and the creation of an authorial persona.

Writing Standards

Standard 2

Generating Content

Argumentative

Students consider what they already know and need to know in order to guide exploration of the topic. They gather information (e.g., probe personal experiences and imagination, conduct primary research, conduct secondary research) to deepen their understanding of their topic and guide and support their development of a point of view. In addition, they use organizational structures and consider expectations of the chosen genre as they represent ideas, make connections, and develop a structure for drafting. They know how to evaluate, react to, and build upon the ideas of other writers and how to track sources.

For some genres and purposes, writers may feel less need to formally probe experiences and research external resources when generating content. Sometimes the act of generating content may be less formal, more automatic, and concurrent to drafting. Whereas novice writers may not fully appreciate the need for planning, generating, and developing content before writing, skilled writers appreciate the importance of planning, even though they may plan and generate content intuitively, revisiting their planning after they have substantially developed their text.

Objectives

- W2.1** Student takes inventory of what he or she knows and needs to know.
- W2.2** Student generates, selects, connects, and organizes information and ideas.

Objective W2.1

Student takes inventory of what he or she knows and needs to know.

Student considers what he or she knows and needs to know about a topic to guide additional research.

Argumentative

Performance Expectation Category	Level 1	Level 2
W2.1.1 Selects a topic, identifies what he or she knows about the topic, and determines the need for additional information.	W2.1-1.1A Identifies an issue of personal interest, inventories and organizes what he or she knows about it, and identifies areas for further research.	W2.1-1.2A Identifies an issue of personal interest and crafts a working topic, explores and organizes what he or she knows about the topic, and identifies areas for further research.
W2.1.2 Identifies a variety of primary and secondary sources of information and uses a system for tracking sources.	W2.1-2.1A Identifies primary and secondary sources of information (e.g., student-generated data, such as interviews, observations, and surveys; classroom speakers; field trips; Internet sources; encyclopedias; almanacs) and uses a system for tracking sources.	W2.1-2.2A Identifies a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews, observations, and surveys; classroom speakers; field trips; Internet sources; encyclopedias; almanacs) that present different perspectives on the issue and uses a system for tracking sources.

Level 3	Level 4	Level 5	Level 6
W2.1-1.3A Transforms a working issue into a working <u>thesis</u> claim; identifies, organizes, and considers the relevance of known information; and determines the need for further research.	W2.1-1.4A Formulates a working thesis claim; identifies, organizes, and considers the relevance of known information; and determines whether current information is sufficient or further research is needed.	W2.1-1.5A Refines a working thesis claim based on his or her exploration and organization of existing information and consideration of various perspectives, identifying the need for further research.	W2.1-1.6A Refines a working thesis claim based on his or her exploration and organization of existing information and consideration of various perspectives, identifying areas for further research.
W2.1-2.3A Identifies and evaluates a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews, observations, and surveys; appropriate Internet sources; books; magazines; newspapers) that present different perspectives on the issue and uses a system for tracking sources.	W2.1-2.4A Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; books; magazines; newspapers; documentaries) that present different perspectives on the issue and uses a system for tracking sources.	W2.1-2.5A Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; books; magazines; newspapers; documentaries) that present multiple perspectives on the issue and uses a system for tracking sources.	W2.1-2.6A Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; research bibliographies; electronic databases; books; professional journals; periodicals; documentaries) that analyze multiple perspectives on the issue and independently uses a system for tracking sources.

Objective W2.2**Student generates, selects, connects, and organizes information and ideas.**

Student generates content by activating prior knowledge and by using outside source materials and develops a system for tracking sources. Student uses organizational structures and expectations of the chosen genre to represent ideas, make connections, and develop an organizational structure for drafting.

Argumentative

Performance Expectation Category	Level 1	Level 2
W2.2.1 Uses a variety of strategies to guide the generation of content by activating prior knowledge.	W2.2-1.1A Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming alone and with others, <u>idea mapping</u> , <u>free writing</u> , journaling, self-questioning—what is my opinion and why?) and developing relevant examples and supporting details.	W2.2-1.2A Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming alone and with others, idea mapping, free writing, journaling, self-questioning—what is my opinion and why?); developing relevant reasons, examples, and details; and considering different points of view.
W2.2.2 Uses a variety of strategies to guide the generation of content by using outside source materials.	W2.2-2.1A Uses a variety of strategies to generate notes and content through reading informational texts (e.g., gathering examples and facts, defining key terms, comparing, and reporting what others have said about the topic).	W2.2-2.2A Uses a variety of strategies to generate notes and content through reading informational texts (e.g., gathering relevant reasons, examples, and facts; defining key terms; comparing; identifying relationships such as cause and effect; summarizing different points of view).
W2.2.3 Refines the topic by considering personal relevance, audience, purpose, goals, limits of the assignment, and available resources.	W2.2-3.1A Focuses the issue based on the research and activation of prior knowledge by considering whether the topic is personally relevant, interesting, and meaningful; is connected to purposes and goals; is logical; and can be answered or supported within limits of assignment and available resources.	W2.2-3.2A Focuses the working topic based on the research and activation of prior knowledge by considering whether the topic is personally relevant, interesting, and meaningful; is relevant and interesting to audience; is connected to purposes and goals; is logical; and can be answered or supported within limits of assignment and available resources.
W2.2.4 Uses conventional organizational structures and expectations of the chosen genre to select content, represent ideas, make connections, and develop an organizational structure for drafting.	W2.2-4.1A Uses conventional structures and expectations of the chosen persuasive/ argumentative genre (e.g., problem-solution, cause-and-effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.2A Uses conventional structures and expectations of the chosen persuasive/ argumentative genre (e.g., problem-solution, cause-and-effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Level 3	Level 4	Level 5	Level 6
W2.2-1.3A Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming, idea mapping, free writing, journaling, self-questioning—what is my opinion and why?); developing and selecting major ideas, relevant reasons, supporting examples, and details; and considering different points of view.	W2.2-1.4A Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., self-questioning—what is my opinion and why?); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her position; defining multiple points of view; and anticipating counterarguments and considering refutations.	W2.2-1.5A Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., self-questioning—what is my opinion and why?); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her position; defining multiple points of view; and anticipating counterarguments and addressing refutations.	W2.2-1.6A Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., self-questioning—what is my opinion and why?); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her position; defining multiple points of view; and anticipating counterarguments and addressing refutations.
W2.2-2.3A Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., gathering relevant reasons, examples, and facts; defining key terms; setting up comparisons; identifying relationships such as cause and effect; summarizing different points of view).	W2.2-2.4A Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., defining key terms; setting up comparisons; explaining relationships such as cause and effect; considering connections to past events; anticipating future outcomes; considering various points of view; anticipating counterarguments).	W2.2-2.5A Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., defining key terms; setting up comparisons; explaining relationships such as cause and effect; explaining connections to past events; predicting future outcomes; considering multiple points of view, listing the strengths and weaknesses of each and identifying bias; anticipating and refuting counterarguments).	W2.2-2.6A Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., defining key terms; setting up comparisons; analyzing relationships such as cause and effect; analyzing connections to past events; predicting future outcomes; analyzing multiple points of view, listing the strengths and weaknesses of each and identifying bias; anticipating and refuting counterarguments).
W2.2-3.3A Focuses the thesis claim based on the research and activation of prior knowledge by considering whether the claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; and can be answered or supported within limits of assignment and available resources.	W2.2-3.4A Focuses the thesis claim during research, activation of prior knowledge, and the generation of content by considering whether the thesis claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; can be answered or supported within limits of assignment and available resources; and acknowledges competing points of view.	W2.2-3.5A Refines the thesis claim during research, activation of prior knowledge, and the generation of content by considering whether the thesis claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; can be answered or supported within limits of assignment and available resources; and holds up against competing points of view.	W2.2-3.6A Refines the thesis claim during research, activation of prior knowledge, and the generation of content by considering whether the thesis claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; can be answered or supported within limits of the assignment and available resources; holds up against competing points of view; and contributes to a larger conversation.
W2.2-4.3A Uses conventional structures and expectations of the chosen persuasive/argumentative genre (e.g., problem-solution, cause-and-effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.4A Uses conventional structures and expectations of the chosen persuasive/argumentative genre (e.g., problem-solution, cause-and-effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.5A Uses conventional structures and expectations of the chosen persuasive/argumentative genre (e.g., problem-solution, cause-and-effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.6A Uses conventional structures and expectations of the chosen persuasive/argumentative genre (e.g., problem-solution, cause-and-effect) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Writing Standards

Standard 3

Drafting

Argumentative

Writers employ a variety of technologies (e.g., pencil, pen, computer) to compose sentences and paragraphs, lines and stanzas, and larger units of text, starting at various places within the preliminary organizational structure. As they draft, writers consider how the emerging text fits with their goals and develops their topic, revisiting their analyses and developing new content as needed. As they compose, they consider stylistic choices, grammar, and usage; evaluate the relevance, quality, and reliability of information; and attend to the ethics of writing.

Drafting is highly recursive. Many experienced writers continuously revise and edit as they draft. For example, they may compose a paragraph, read what they have written, and make changes immediately before drafting additional text. As they compose, writers frequently identify a need for additional information that may lead to further reflection or research.

Objectives

- W3.1** Student generates text to develop points within the preliminary organizational structure.
- W3.2** Student makes stylistic choices with language to achieve intended effects.

Objective W3.1

Student generates text to develop points within the preliminary organizational structure.

Student composes text that develops and supports the topic.

Argumentative

Performance Expectation Category	Level 1	Level 2
W3.1.1 Drafts text that presents a coherent and smooth progression of ideas, includes supporting details, incorporates source materials as appropriate, and reaches a satisfactory conclusion.	W3.1-1.1A Develops a position on an issue, supports opinions with examples and facts, uses limited source materials to support the argument, and draws an appropriate conclusion.	W3.1-1.2A Develops a position on an issue, includes supporting ideas, supports opinions with examples and facts, uses source materials to strengthen the argument, and draws an appropriate conclusion.
W3.1.2 Incorporates source materials in a variety of ways, demonstrating an understanding of the ethics of writing.	W3.1-2.1A Uses direct quotations correctly in writing.	W3.1-2.2A Combines direct quotations with own paraphrases in writing.
W3.1.3 Uses rhetorical appeals and organizational structures to establish a credible voice.	W3.1-3.1A Uses rhetorical appeals (e.g., considers audience interests, establishes his or her credibility, establishes the soundness of the claim) and conventional <u>organizational patterns</u> (e.g., description, problem-solution, question-answer) to persuade the intended audience.	W3.1-3.2A Uses rhetorical appeals (e.g., considers audience interests and opinions, establishes his or her credibility, establishes the soundness of the claim, identifies possible counterarguments) and conventional organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to persuade the intended audience.

Level 3	Level 4	Level 5	Level 6
W3.1-1.3A Drafts text to present a clear thesis claim, includes supporting ideas, supports opinions with reasons, examples, and facts, incorporates source materials to strengthen the argument, and draws an appropriate conclusion.	W3.1-1.4A Drafts text to present a clear thesis claim, develops a coherent and smooth progression of ideas, supports claims and opinions with evidence (i.e., reasons, examples, and facts), incorporates source materials to strengthen the argument, and draws an appropriate conclusion.	W3.1-1.5A Drafts text to present a clear thesis claim, develops a coherent and smooth progression of ideas, supports claims and opinions with evidence (i.e., reasons, examples, and facts), incorporates varied source materials to strengthen the argument, and draws a persuasive conclusion.	W3.1-1.6A Drafts a clear and substantive thesis claim, develops a coherent and smooth progression of ideas, strategically includes supporting ideas, supports claims and opinions with evidence (i.e., reasons, examples, and facts), incorporates varied source materials, and draws a persuasive conclusion.
W3.1-2.3A Understands the differences between paraphrasing and directly quoting source texts and generally uses both correctly in writing.	W3.1-2.4A Understands the differences between paraphrasing and directly quoting source texts and uses both correctly and effectively in writing.	W3.1-2.5A Appropriately uses source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating an understanding of the ethics of writing.	W3.1-2.6A Strategically incorporates source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating a sophisticated understanding of the ethics of writing.
W3.1-3.3A Uses appropriate rhetorical appeals (e.g., considers audience interests, values, and opinions; establishes his or her credibility; establishes the soundness of the claim; identifies possible counterarguments) and conventional organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to persuade the intended audience.	W3.1-3.4A Uses appropriate rhetorical appeals (e.g., considers audience interests, values, and opinions; establishes his or her credibility; establishes the soundness of the claim; considers possible counterarguments) and appropriate organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to persuade the intended audience.	W3.1-3.5A Uses appropriate rhetorical appeals (e.g., considers audience interests, values, opinions, and background knowledge; establishes a credible voice appropriate to point of view; establishes the soundness of the claim; anticipates and refutes possible counterarguments) and effective organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to persuade the intended audience.	W3.1-3.6A Uses appropriate rhetorical appeals (e.g., considers audience interests, values, opinions, background knowledge, norms; establishes credibility of his or her authorial voice; establishes the soundness of the claim; refutes possible counterarguments) and effective organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to persuade the intended audience.

Objective W3.2

Student makes stylistic choices with language to achieve intended effects.

As a student composes, he or she makes stylistic choices about dialect, tone, voice, diction, detail, figurative language, word choice, and sentence structure with an awareness of purpose, audience, and the ethics of writing.

Argumentative

Performance Expectation Category	Level 1	Level 2
W3.2.1 Selects precise vocabulary, compelling verbs, and figurative language to achieve intended effects and appeal to the audience.	W3.2-1.1A Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes) to create tone and voice and appeal to the audience.	W3.2-1.2A Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes, personification) to create formal or informal tone and voice and to appeal to the audience.
W3.2.2 Uses a variety of sentence structures to create specific effects.	W3.2-2.1A Uses a variety of sentence structures (e.g., simple and compound constructions, sentences of varying lengths, declarative and interrogative sentences); establishes actors, actions, objects, and indirect objects; signals relations between pronouns and antecedents; and uses active voice to create effects.	W3.2-2.2A Uses a variety of sentence structures (e.g., simple, coordinate, subordinate, and compound; sentences of varying lengths; declarative and interrogative sentences); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and uses active voice to create specific effects.
W3.2.3 Uses topic sentences to establish the focus of paragraphs, uses transition words to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.1A Uses topic sentences to establish the focus of paragraphs, transition words to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer).	W3.2-3.2A Uses clear topic sentences to establish the focus of paragraphs, transition words and phrases (e.g., <i>as a result</i> , <i>in contrast</i> , <i>because of</i>) to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution).
W3.2.4 Chooses language carefully to avoid negative labels, stereotypes, or characterizations that exclude other people.	W3.2-4.1A Understands that the use of words and phrases can negatively characterize other people.	W3.2-4.2A Carefully chooses language to avoid negative labels, stereotypes, or characterizations that exclude others.

Level 3	Level 4	Level 5	Level 6
W3.2-1.3A Selects vocabulary, strong verbs, rhetorical questions, and figurative language (e.g., metaphors, similes, personification) to achieve intended effects (e.g., formal or informal tone, credible voice) and to appeal to the audience.	W3.2-1.4A Selects precise vocabulary (e.g., technical terms, appropriate use of <u>standard</u> and <u>nonstandard</u> words), compelling verbs, figurative language (e.g., metaphor, wordplay) to achieve intended effects (e.g., formal or informal tone, credible voice), to support position, and to appeal to the audience.	W3.2-1.5A Selects precise vocabulary (technical terms, appropriate use of standard and nonstandard words, regionalisms), compelling verbs, figurative language (e.g., metaphor, irony, wordplay, puns) to achieve intended effects (e.g., formal or informal tone, credible voice, mood), to support position, and to appeal to the audience.	W3.2-1.6A Selects precise vocabulary, compelling verbs, figurative language (e.g., metaphors, images, rhetorical questions, connotation/denotation, irony, wordplay and puns, symbols) to establish credibility and authority, suggest an attitude toward subject matter, create mood, and appeal to the audience.
W3.2-2.3A Uses a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, and complex constructions; questions as topic sentences; sentences of varying length and type—declarative and interrogative); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and consistently uses active voice to create specific effects.	W3.2-2.4A Uses a variety of sentence structures (e.g., parallel structures; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; rhetorical questions; appositives; varying sentence length and type—declaratives, interrogatives, exclamations); clearly establishes actors, actions, objects, indirect objects, and pronoun antecedents; and consistently uses active or passive voice to achieve specific effects.	W3.2-2.5A Selects a variety of sentence structures (e.g., parallel structures; simple, coordinate, subordinate, compound, complex and compound-complex constructions; questions as topic sentences; rhetorical questions; fragments; appositives; varying sentence length, complexity, and type—declaratives, interrogatives, exclamations); clearly establishes actors, actions, objects, indirect objects, and pronoun antecedents; and consistently uses active or passive voice to achieve specific effects.	W3.2-2.6A Strategically selects a variety of sentence structures (e.g., parallel structures; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; rhetorical questions; fragments; appositives); selects active or passive voice; varies sentence length, type, and complexity to create specific nuanced effects.
W3.2-3.3A Uses clear topic sentences to establish the focus of paragraphs, transition words and phrases to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).	W3.2-3.4A Uses a variety of types of topic sentences to establish the focus of paragraphs, varies the position of topic sentences within paragraphs, uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).	W3.2-3.5A Uses clear, varied, and engaging topic sentences to establish the focus of paragraphs; varies the position of topic sentences within paragraphs; uses transition words and phrases to signal progression of ideas within and between paragraphs; and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).	W3.2-3.6A Strategically focuses paragraphs by using a variety of techniques (e.g., building toward a concluding topic sentence, writing topic sentences as questions, building tension or suspense that is explained or resolved in the concluding sentence), uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).
W3.2-4.3A Carefully selects language that avoids negative characterizations of groups of people or individuals, or that excludes or includes certain groups or individuals in negative ways.	W3.2-4.4A Carefully selects language that avoids negative characterizations of groups of people or individuals, that excludes or includes certain groups or individuals in negative ways, or that generalizes about individuals as members of groups.	W3.2-4.5A Carefully selects language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.	W3.2-4.6A Strategically crafts language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.

Writing Standards

Standard 4

Evaluating and Revising Texts

Argumentative

Students critique written drafts and revise accordingly. They evaluate drafts in light of rhetorical goals and feedback from self, peers, and others to determine whether overall development and organization convey a coherent, consistent message. They also evaluate the draft for effectiveness of stylistic choices.

Experienced writers engage in both local and global revision. Local revision occurs when writers stop often, sometimes after drafting a few sentences, to re-read and make changes in their text for reasons of clarity or style. Global revision occurs when a piece of text is more fully developed and writers can consider overarching issues, including organization, development, focus, and consistency of voice. Global revision may involve moving, eliminating, or adding sections of text, potentially leading writers to revisit aspects of planning and drafting.

Objectives

- W4.1** Student evaluates drafted text for development, organization, and focus.
- W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices.

Objective W4.1

Student evaluates drafted text for development, organization, and focus.

Student evaluates his or her draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.

Argumentative

Performance Expectation Category	Level 1	Level 2
W4.1 Evaluates the draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.	W4.1-1.1A Uses provided strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether his or her position on the issue is clear and is supported by ideas and facts; whether the organization is clear; and whether the conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.2A Uses strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether his or her position on the issue is clear and is supported by ideas, facts, and examples; whether organization is clear; and whether the conclusion is appropriate, in order to guide ongoing drafting.

Level 3	Level 4	Level 5	Level 6
<p>W4.1-1.3A Uses a variety of strategies (e.g., reading the draft aloud; asking a peer for feedback; using a provided rubric, an outline, or an <u>organizational map</u>) to evaluate whether the organization of the draft is effective and adequately developed; whether the thesis claim is clear and aligned with the purpose and goals; whether opinions are supported by reasons, examples, and facts; whether possible counterarguments are considered; and whether the conclusion is appropriate, in order to guide ongoing drafting.</p>	<p>W4.1-1.4A Uses a variety of strategies (e.g., reading the draft aloud; asking a peer for feedback; using a provided rubric, outline, or organizational map; reading the draft from the perspective of the intended audience) to evaluate whether the organization of the draft is effective, sufficiently supported, and adequately developed; whether the thesis claim is clear and aligned with the purpose and goals; whether opinions are supported by reasons, examples, and facts; whether possible counterarguments are considered; and whether the conclusion is appropriate, in order to guide ongoing drafting.</p>	<p>W4.1-1.5A Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended audience) to evaluate whether the thesis claim is clear and aligned with the purpose and goals; whether the progression of ideas is smooth and coherent; whether claims and opinions are supported by evidence (i.e., reasons, examples, and facts); whether his or her opinions and/or use of sources displays bias; whether counterarguments are anticipated and addressed; whether audience “pressure points” (i.e., interests, values, opinions, and background knowledge) are appealed to; whether organizational patterns are clear and developed; and whether the conclusion is appropriate, in order to guide ongoing drafting, including identification of areas requiring further invention and research.</p>	<p>W4.1-1.6A Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended audience) to evaluate whether the thesis claim is clear and substantive; whether the progression of ideas is coherent and smooth; whether claims and opinions are supported by evidence (i.e., reasons, examples, and facts); whether his or her opinions and/or use of sources displays bias; whether counterarguments are anticipated and addressed; whether audience “pressure points” (i.e., interests, values, opinions, background knowledge, norms, and attitudes) are appealed to; whether organizational patterns are clear and developed; and whether the conclusion is appropriate, persuasive, and compelling, in order to guide ongoing drafting, including identification of areas requiring further invention and research.</p>

Objective W4.2

Student evaluates drafted text to determine the effectiveness of stylistic choices.

After composing, student evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.

Argumentative

Performance Expectation Category	Level 1	Level 2
W4.2 Evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.	W4.2-1.1A Uses a variety of strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether vocabulary is effective and verbs are active; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied and pronoun references are clear; whether topic sentences are clear, transitions within and between paragraphs are well signaled, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.	W4.2-1.2A Uses a variety of strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether vocabulary is precise, verbs are active, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.

Level 3	Level 4	Level 5	Level 6
<p>W4.2-1.3A Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft) to evaluate whether vocabulary is precise, active verbs are used consistently, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.4A Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether vocabulary is precise, verb use is compelling, figurative language is effective, and voice is credible; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.5A Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence structures are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.6A Strategically uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and credible and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence length, type, and complexity are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.</p>

Writing Standards

Standard 2

Generating Content

Research

Students consider what they already know and need to know in order to guide exploration of the topic. They gather information (e.g., probe personal experiences and imagination, conduct primary research, conduct secondary research) to deepen their understanding of their topic and guide and support their development of a point of view. In addition, they use organizational structures and consider expectations of the chosen genre as they represent ideas, make connections, and develop a structure for drafting. They know how to evaluate, react to, and build upon the ideas of other writers and how to track sources.

For some genres and purposes, writers may feel less need to formally probe experiences and research external resources when generating content. Sometimes the act of generating content may be less formal, more automatic, and concurrent to drafting. Whereas novice writers may not fully appreciate the need for planning, generating, and developing content before writing, skilled writers appreciate the importance of planning, even though they may plan and generate content intuitively, revisiting their planning after they have substantially developed their text.

Objectives

- W2.1** Student takes inventory of what he or she knows and needs to know.
- W2.2** Student generates, selects, connects, and organizes information and ideas.

Objective W2.1

Student takes inventory of what he or she knows and needs to know.

Student considers what he or she knows and needs to know about a topic to guide additional research.

Research

Performance Expectation Category	Level 1	Level 2
W2.1.1 Selects a topic, identifies what he or she knows about the topic, and determines the need for additional information.	W2.1-1.1R Identifies a topic, inventories and organizes what he or she knows about the topic, and identifies areas for further research.	W2.1-1.2R Transforms working topic into a working research question, explores and organizes what he or she knows, and identifies areas for further research.
W2.1.2 Identifies a variety of primary and secondary sources of information and uses a system for tracking sources.	W2.1-2.1R Identifies primary and secondary sources of information (e.g., student-generated data, such as interviews, observations, and surveys; classroom speakers; field trips; Internet sources; encyclopedias; almanacs) and uses a system for tracking sources.	W2.1-2.2R Identifies a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews, observations, and surveys; classroom speakers; field trips; Internet sources; encyclopedias; almanacs) that present different perspectives on the issue and uses a system for tracking sources.

Level 3	Level 4	Level 5	Level 6
W2.1-1.3R Formulates a working research question, and identifies, organizes, and considers the relevance of known information in order to guide further research.	W2.1-1.4R Formulates a working research question; identifies, organizes, and considers the relevance of known information; and determines whether current information is sufficient or requires further research.	W2.1-1.5R Refines a working research question based on his or her exploration and organization of existing information and consideration of various perspectives, identifying the need for further research.	W2.1-1.6R Independently refines a working research question based on his or her exploration and organization of existing information and consideration of various perspectives, identifying areas for further research.
W2.1-2.3R Identifies and evaluates a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews, observations, and surveys; appropriate Internet sources; books; magazines; newspapers) that present different perspectives on the issue and uses a system for tracking sources.	W2.1-2.4R Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; books; magazines; newspapers; documentaries) that present different perspectives on the issue and uses a system for tracking sources.	W2.1-2.5R Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; books; magazines; newspapers; documentaries) that present multiple perspectives on the issue and uses a system for tracking sources.	W2.1-2.6R Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., student-generated data, such as interviews with experts in a field, observations, and surveys; appropriate Internet sources; research bibliographies; electronic databases; books; professional journals; periodicals; documentaries) that analyze multiple perspectives on the issue and independently uses a system for tracking sources.

Objective W2.2

Student generates, selects, connects, and organizes information and ideas.

Student generates content by activating prior knowledge and by using outside source materials and develops a system for tracking sources. Student uses organizational structures and expectations of the chosen genre to represent ideas, make connections, and develop an organizational structure for drafting.

Research

Performance Expectation Category	Level 1	Level 2
W2.2.1 Uses a variety of strategies to guide the generation of content by activating prior knowledge.	W2.2-1.1R Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist's questions—who, what, when, where, why, and how) and developing relevant examples and supporting details.	W2.2-1.2R Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist's questions—who, what, when, where, why, and how) and developing relevant reasons, examples, and details.
W2.2.2 Uses a variety of strategies to guide the generation of content by using outside source materials.	W2.2-2.1R Uses a variety of strategies to generate notes and content through reading informational texts (e.g., gathering examples and facts, defining key terms, comparing, and reporting what others have said about the topic).	W2.2-2.2R Uses a variety of strategies to generate notes and content through reading informational texts (e.g., gathering relevant reasons, examples, and facts; defining key terms; comparing; identifying relationships such as cause and effect; reporting what others have said about the topic).
W2.2.3 Refines the topic by considering personal relevance, audience, purpose, goals, limits of the assignment, and available resources.	W2.2-3.1R Focuses the research question based on the research and activation of prior knowledge by considering whether the research question is personally relevant, interesting, and meaningful; is connected to purposes and goals; is logical; and can be answered or supported within limits of assignment and available resources.	W2.2-3.2R Focuses the research question based on the research and activation of prior knowledge by considering whether the research question is personally relevant, interesting, and meaningful; is relevant and interesting to audience; is connected to purposes and goals; is logical; and can be answered or supported within limits of assignment and available resources.
W2.2.4 Uses conventional organizational structures and expectations of the chosen genre to select content, represent ideas, make connections, and develop an organizational structure for drafting.	W2.2-4.1R Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.2R Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Level 3	Level 4	Level 5	Level 6
W2.2-1.3R Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist’s questions—who, what, when, where, why, and how) and developing and selecting major ideas, relevant reasons, supporting examples, and details.	W2.2-1.4R Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist’s questions—who, what, when, where, why, and how); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her findings; and considering varying interpretations of the findings.	W2.2-1.5R Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist’s questions—who, what, when, where, why, and how); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her findings; and considering and addressing varying interpretations of the findings.	W2.2-1.6R Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming; idea mapping; free writing; outlining; journaling; asking journalist’s questions—who, what, when, where, why, and how); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her findings; and anticipating and addressing varying interpretations of the findings.
W2.2-2.3R Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; setting up comparisons; identifying relationships such as cause and effect; summarizing information).	W2.2-2.4R Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; setting up comparisons; explaining relationships such as cause and effect; considering connections to past events; anticipating future outcomes; summarizing information from multiple sources).	W2.2-2.5R Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; setting up comparisons; explaining relationships such as cause and effect; explaining connections to past events; predicting future outcomes; summarizing information from multiple sources; defining multiple points of view, listing the strengths and weaknesses of each and identifying bias).	W2.2-2.6R Uses a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., gathering relevant reasons, examples, and facts; defining key terms; setting up comparisons; analyzing relationships such as cause and effect; analyzing connections to past events; predicting future outcomes; summarizing, analyzing, comparing, and evaluating information from multiple sources; summarizing, analyzing, comparing, and evaluating multiple points of view, listing the strengths and weaknesses of each and identifying bias).
W2.2-3.3R Focuses the research question based on the research and activation of prior knowledge by considering whether the research question is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; and can be answered or supported within limits of assignment and available resources.	W2.2-3.4R Focuses the research question during research and activation of prior knowledge by considering whether the thesis claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; can be answered or supported within limits of assignment and available resources; and acknowledges competing points of view.	W2.2-3.5R Refines the research question during research and activation of prior knowledge by considering whether the thesis claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; can be answered or supported within limits of assignment and available resources; and holds up against competing points of view.	W2.2-3.6R Refines the research question during research and activation of prior knowledge by considering whether the thesis claim is personally relevant, interesting, and meaningful; is relevant and meaningful to audience; is aligned with purposes and goals; is logical; can be answered or supported within limits of the assignment and available resources; holds up against competing points of view; and contributes to a larger conversation.
W2.2-4.3R Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.4R Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.5R Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.6R Uses conventional structures and expectations of the chosen research genre (e.g., question-answer, claim-evidence) to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Writing Standards

Standard 3

Drafting

Research

Writers employ a variety of technologies (e.g., pencil, pen, computer) to compose sentences and paragraphs, lines and stanzas, and larger units of text, starting at various places within the preliminary organizational structure. As they draft, writers consider how the emerging text fits with their goals and develops their topic, revisiting their analyses and developing new content as needed. As they compose, they consider stylistic choices, grammar, and usage; evaluate the relevance, quality, and reliability of information; and attend to the ethics of writing.

Drafting is highly recursive. Many experienced writers continuously revise and edit as they draft. For example, they may compose a paragraph, read what they have written, and make changes immediately before drafting additional text. As they compose, writers frequently identify a need for additional information that may lead to further reflection or research.

Objectives

- W3.1** Student generates text to develop points within the preliminary organizational structure.
- W3.2** Student makes stylistic choices with language to achieve intended effects.

Objective W3.1

Student generates text to develop points within the preliminary organizational structure.

Student composes text that develops and supports the topic.

Research

Performance Expectation Category	Level 1	Level 2
W3.1.1 Drafts text that presents a coherent and smooth progression of ideas, includes supporting details, incorporates source materials as appropriate, and reaches a satisfactory conclusion.	W3.1-1.1R Develops a draft focused on the research question, supports research question with examples and facts, uses limited source materials, and draws an appropriate conclusion.	W3.1-1.2R Develops a draft focused on the research question, includes supporting ideas, supports research question with examples and facts, uses source materials to develop the topic, and draws an appropriate conclusion.
W3.1.2 Incorporates source materials in a variety of ways, demonstrating an understanding of the ethics of writing.	W3.1-2.1R Uses direct quotations correctly in writing in order to avoid plagiarism.	W3.1-2.2R Correctly combines direct quotations with own paraphrases in writing in order to avoid plagiarism.
W3.1.3 Uses rhetorical appeals and organizational structures to establish a credible voice.	W3.1-3.1R Uses rhetorical appeals (e.g., considers audience background knowledge and interests, establishes his or her credibility, establishes the soundness of the research) and conventional organizational patterns (e.g., description, problem-solution, question-answer) to inform the intended audience.	W3.1-3.2R Uses rhetorical appeals (e.g., considers audience background knowledge and interests, establishes his or her credibility, establishes the soundness of the research) and conventional organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to inform the intended audience.

Level 3	Level 4	Level 5	Level 6
W3.1-1.3R Develops a draft focused on the research question; includes supporting ideas; supports research question with explanations, examples, and facts; incorporates source materials to develop the topic; and draws an appropriate conclusion.	W3.1-1.4R Drafts a focused research question, develops a coherent and smooth progression of ideas, supports research question with evidence (i.e., explanations, examples, and facts), incorporates source materials to strengthen the treatment of the topic, and draws an appropriate conclusion.	W3.1-1.5R Drafts a focused research question; develops a coherent and smooth progression of ideas; includes supporting ideas, explanations, examples, and facts from multiple sources to strengthen the treatment of the topic, reflecting multiple perspectives; and draws an effective conclusion.	W3.1-1.6R Drafts a focused and substantive research question; develops a coherent and smooth progression of ideas; strategically weaves together effective reasoning with supporting ideas, explanations, examples, and facts from multiple sources to strengthen the treatment of the topic, reflecting multiple perspectives; and draws an effective conclusion.
W3.1-2.3R Understands the differences between paraphrasing and directly quoting source texts and generally uses both correctly in writing in order to avoid plagiarism.	W3.1-2.4R Understands the differences between paraphrasing and directly quoting source texts and uses both correctly and effectively in writing in order to avoid plagiarism.	W3.1-2.5R Appropriately uses source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating an understanding of the ethics of writing.	W3.1-2.6R Strategically incorporates source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating a sophisticated understanding of the ethics of writing.
W3.1-3.3R Uses rhetorical appeals (e.g., considers audience background knowledge and interests, establishes his or her credibility, establishes the soundness of the research and the reliability of sources) and conventional organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to inform the intended audience.	W3.1-3.4R Uses appropriate rhetorical appeals (e.g., considers audience background knowledge and interests, establishes his or her credibility, establishes the soundness of the research and the reliability of sources, identifies competing research claims) and effective organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to inform the intended audience.	W3.1-3.5R Uses appropriate rhetorical appeals (e.g., considers audience background knowledge and interests; establishes his or her credibility; establishes the soundness of the research and the reliability of sources, reflecting multiple perspectives; considers competing research claims; establishes a credible voice) and effective organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to inform the intended audience.	W3.1-3.6R Uses appropriate rhetorical appeals (e.g., considers audience background knowledge and interests; establishes his or her credibility; establishes the soundness of the research and the reliability of sources, reflecting multiple perspectives; addresses competing research claims; establishes credibility of his or her authorial voice) and effective organizational patterns (e.g., description, problem-solution, question-answer, compare-and-contrast, cause-and-effect) to inform the intended audience.

Objective W3.2

Student makes stylistic choices with language to achieve intended effects.

As a student composes, he or she makes stylistic choices about dialect, tone, voice, diction, detail, figurative language, word choice, and sentence structure with an awareness of purpose, audience, and the ethics of writing.

Research

Performance Expectation Category	Level 1	Level 2
W3.2.1 Selects precise vocabulary, compelling verbs, and figurative language to achieve intended effects and appeal to the audience.	W3.2-1.1R Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes) to create formal or informal tone and voice and to appeal to the audience.	W3.2-1.2R Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes, personification) to create formal or informal tone and voice and to appeal to the audience.
W3.2.2 Uses a variety of sentence structures to create specific effects.	W3.2-2.1R Uses a variety of sentence structures (e.g., simple and compound constructions, sentences of varying lengths, declarative and interrogative sentences); establishes actors, actions, objects, and indirect objects; signals relations between pronouns and antecedents; and uses active voice to create specific effects.	W3.2-2.2R Uses a variety of sentence structures (e.g., simple, coordinate, subordinate, and compound constructions; sentences of varying lengths; declarative and interrogative sentences); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and uses active voice to create specific effects.
W3.2.3 Uses topic sentences to establish the focus of paragraphs, uses transition words to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.1R Uses topic sentences to establish the focus of paragraphs, transition words to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer).	W3.2-3.2R Uses clear topic sentences to establish the focus of paragraphs, transition words and phrases (e.g., <i>as a result</i> , <i>in contrast</i> , <i>because of</i>) to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution).
W3.2.4 Chooses language carefully to avoid negative labels, stereotypes, or characterizations that exclude other people.	W3.2-4.1R Understands that the use of words and phrases can negatively characterize other people.	W3.2-4.2R Carefully chooses language to avoid negative labels, stereotypes, or characterizations that exclude others.

Level 3	Level 4	Level 5	Level 6
W3.2-1.3R Selects vocabulary, strong verbs, rhetorical questions, and figurative language (e.g., metaphors, similes) to achieve intended effects (e.g., a formal or informal tone as appropriate, credible voice), to inform, and to appeal to the intended audience.	W3.2-1.4R Selects precise vocabulary (e.g., technical terms, appropriate use of standard and nonstandard words and phrases), compelling verbs, and figurative language (e.g., metaphor) to achieve intended effects (formal or informal tone, credible voice), to develop credibility of voice, to support findings, and to communicate to the audience.	W3.2-1.5R Selects precise vocabulary (e.g., technical terms, appropriate use of standard and nonstandard words and phrases, compelling verbs), figurative language (e.g., illustrative metaphors, similes), rhetorical questions, and detailed images and examples to develop credibility of voice, to support findings, and to communicate information clearly.	W3.2-1.6R Selects precise vocabulary, compelling verbs, figurative language, and detailed images and examples to present a credible, reasoned approach to subject matter and to communicate information clearly.
W3.2-2.3R Uses a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, and complex constructions; questions as topic sentences; sentences of varying length and types—declarative and interrogative); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and consistently uses active voice to create specific effects.	W3.2-2.4R Uses a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences, rhetorical questions, appositives; varying sentence length and type—declaratives, interrogatives, exclamations); clearly establishes actors, actions, objects, indirect objects, and pronoun antecedents; and consistently uses active or passive voice to achieve specific effects.	W3.2-2.5R Selects a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; rhetorical questions; fragments; appositives); selects active or passive voice; varies sentence length, type, and complexity; and uses a variety of ways to achieve specific effects.	W3.2-2.6R Strategically selects a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; rhetorical questions; fragments; appositives); selects active or passive voice; varies sentence length, type, and complexity; and implicitly and explicitly establishes the focus of the paragraphs to create specific nuanced effects.
W3.2-3.3R Uses clear topic sentences to establish the focus of paragraphs, transition words and phrases to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-and-contrast, problem-solution, cause-and-effect).	W3.2-3.4R Uses a variety of types of topic sentences to establish the focus of paragraphs, varies the position of topic sentences within paragraphs, uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).	W3.2-3.5R Uses clear, varied, and engaging topic sentences to establish the focus of paragraphs, varies the position of topic sentences within paragraphs, uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).	W3.2-3.6R Strategically focuses paragraphs by using a variety of techniques (e.g., building toward a concluding topic sentence, writing topic sentences as questions, building tension or suspense that is explained or resolved in concluding sentence), uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).
W3.2-4.3R Carefully selects language that avoids negative characterizations of groups of people or individuals, or that excludes or includes certain groups or individuals in negative ways.	W3.2-4.4R Carefully selects language that avoids negative characterizations of groups of people or individuals, that excludes or includes certain groups or individuals in negative ways, or that generalizes about individuals as members of groups.	W3.2-4.5R Carefully selects language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.	W3.2-4.6R Strategically crafts language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.

Writing Standards

Standard 4

Evaluating and Revising Texts

Research

Students critique written drafts and revise accordingly. They evaluate drafts in light of rhetorical goals and feedback from self, peers, and others to determine whether overall development and organization convey a coherent, consistent message. They also evaluate the draft for effectiveness of stylistic choices.

Experienced writers engage in both local and global revision. Local revision occurs when writers stop often, sometimes after drafting a few sentences, to re-read and make changes in their text for reasons of clarity or style. Global revision occurs when a piece of text is more fully developed and writers can consider overarching issues, including organization, development, focus, and consistency of voice. Global revision may involve moving, eliminating, or adding sections of text, potentially leading writers to revisit aspects of planning and drafting.

Objectives

- W4.1** Student evaluates drafted text for development, organization, and focus.
- W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices.

Objective W4.1

Student evaluates
drafted text for
development,
organization,
and focus.

Student evaluates his or her draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.

Research

Performance Expectation Category	Level 1	Level 2
W4.1 Evaluates the draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.	W4.1-1.1R Uses provided strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether the draft is focused on the research question, whether the draft includes supporting ideas and facts, whether the organization is clear, and whether conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.2R Uses strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether the draft is focused on the research question; whether the investigation of the research question is supported by ideas, facts, and examples; whether the organization is clear; and whether the conclusion is appropriate, in order to guide ongoing drafting.

Level 3	Level 4	Level 5	Level 6
<p>W4.1-1.3R Uses a variety of strategies (e.g., reading the draft aloud, asking a peer for feedback, using a provided rubric, outline, or organizational map) to evaluate whether the organization of the draft is effective and adequately developed; whether the draft includes supporting ideas, examples, and facts from multiple sources; and whether the conclusion is appropriate, in order to guide ongoing drafting.</p>	<p>W4.1-1.4R Uses a variety of strategies (e.g., reading the draft aloud; asking a peer for feedback; using a provided rubric, outline, or organizational map; reading the draft from the perspective of the intended audience) to evaluate whether the organization of the draft is effective, sufficiently supported, and adequately developed; whether the draft includes sufficient and appropriate supporting ideas, examples, and facts from varied sources; and whether the conclusion is appropriate, in order to guide ongoing drafting.</p>	<p>W4.1-1.5R Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended audience) to evaluate whether the draft is focused on the research question; whether the progression of ideas is coherent and smooth; whether the draft includes sufficient supporting ideas, reasons, examples, and facts from multiple sources; whether his or her reasoning and/or use of sources displays bias; whether organizational patterns are clear and developed; and whether conclusion is appropriate, in order to guide ongoing drafting, including identification of areas requiring further research.</p>	<p>W4.1-1.6R Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended audience) to evaluate whether the text adequately responds to the research question by weaving together effective reasoning with supporting ideas, examples, and facts from multiple sources; whether his or her authorial voice is credible; whether his or her reasoning and/or use of sources display bias; whether organizational patterns are clear and developed; and whether conclusion is appropriate and substantive, in order to guide ongoing drafting, including identification of areas requiring further research.</p>

Objective W4.2

Student evaluates drafted text to determine the effectiveness of stylistic choices.

After composing, student evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.

Research

Performance Expectation Category	Level 1	Level 2
W4.2 Evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.	W4.2-1.1R Uses a variety of strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether the response to the research question is clear and supported; whether vocabulary is precise and verbs are active; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied and pronoun references are clear; whether topic sentences are clear, transitions within and between paragraphs are well signaled, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.	W4.2-1.2R Uses a variety of strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether the response to the research question is clear and supported; whether vocabulary is precise, verbs are active, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.

Level 3	Level 4	Level 5	Level 6
<p>W4.2-1.3R Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft) to evaluate whether the response to the research question is clear and supported; whether vocabulary is precise, active verbs are used consistently, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.4R Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the response to the research question is clear and supported; whether vocabulary is precise, verb use is compelling, figurative language is effective, and voice is credible; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.5R Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the response to the research question is clear and supported; whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence structures are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.6R Strategically uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the response to the research question is clear and supported; whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and credible and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence length, type, and complexity are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.</p>

Writing Standards

Standard 2

Generating Content

Literary Analysis

Students consider what they already know and need to know in order to guide exploration of the topic. They gather information (e.g., probe personal experiences and imagination, conduct primary research, conduct secondary research) to deepen their understanding of their topic and guide and support their development of a point of view. In addition, they use organizational structures and consider expectations of the chosen genre as they represent ideas, make connections, and develop a structure for drafting. They know how to evaluate, react to, and build upon the ideas of other writers and how to track sources.

For some genres and purposes, writers may feel less need to formally probe experiences and research external resources when generating content. Sometimes the act of generating content may be less formal, more automatic, and concurrent to drafting. Whereas novice writers may not fully appreciate the need for planning, generating, and developing content before writing, skilled writers appreciate the importance of planning, even though they may plan and generate content intuitively, revisiting their planning after they have substantially developed their text.

Objectives

- W2.1** Student takes inventory of what he or she knows and needs to know.
- W2.2** Student generates, selects, connects, and organizes information and ideas.

Objective W2.1

Student takes inventory of what he or she knows and needs to know.

Student considers what he or she knows and needs to know about a topic to guide additional research.

Literary Analysis

Performance Expectation Category	Level 1	Level 2
W2.1.1 Selects a topic, identifies what he or she knows about the topic, and determines the need for additional information.	W2.1-1.1L Creates his or her personal working interpretation of the literary text, exploring and organizing what he or she knows about the text, and identifies areas for further research.	W2.1-1.2L Creates his or her personal working interpretation of the literary text, exploring and organizing what he or she knows about the text, and identifies areas for further research.
W2.1.2 Identifies a variety of primary and secondary sources of information and uses a system for tracking sources.	W2.1-2.1L Identifies a variety of primary and secondary sources of information (e.g., re-reading parts of the text; consulting another reader; using a dictionary, encyclopedia, or Internet source) to help understand the meaning of the literary text and uses a system for tracking sources.	W2.1-2.2L Identifies a variety of primary and secondary sources of information (e.g., re-reading parts of the text; consulting other readers; using a dictionary, encyclopedia, or Internet source; reading other books) to deepen understanding of the literary text and uses a system for tracking sources.

Level 3	Level 4	Level 5	Level 6
W2.1-1.3L Formulates a working interpretation of the literary text, considering and organizing what he or she knows about the text, understanding that the interpretation may change during the process of re-reading or further research.	W2.1-1.4L Crafts a working interpretation of the literary text, considering whether what he or she knows about the text is sufficient, organizes this information, and understands that the interpretation may change during the process of re-reading or further research.	W2.1-1.5L Refines a working interpretation based on his or her exploration and organization of information about the literary text. Uses this information to guide further analysis of the text, knowing that the interpretation may change during the process of re-reading, analysis, and further research.	W2.1-1.6L Analyzes and refines a working interpretation and uses it to guide further analysis of the literary text, knowing that the interpretation may change during the process.
W2.1-2.3L Identifies and evaluates a variety of primary and secondary sources of information (e.g., re-reading parts of the text; consulting other readers; using a dictionary, encyclopedia, or Internet source; reading other books) that present a different perspective on the working interpretation of the literary text and uses a system for tracking sources.	W2.1-2.4L Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., close re-reading of the text; information from a scholar in the field; appropriate Internet sources, books, articles, dictionaries; discussions with peers or a teacher) that present different perspectives on the interpretation of the text and uses a system for tracking sources.	W2.1-2.5L Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., close re-reading of the text; information from a scholar or critical source; appropriate Internet sources, dictionaries, or other print resources; discussions with others) that provide multiple perspectives on the literary text and uses a system for tracking sources.	W2.1-2.6L Identifies, evaluates, and analyzes a variety of primary and secondary sources of information (e.g., close re-reading; consulting scholars or works of literary criticism; appropriate Internet sources, journals, books; discussions with others), analyzes multiple perspectives on the interpretation of the literary text, and uses a system for tracking sources.

Objective W2.2

Student generates, selects, connects, and organizes information and ideas.

Student generates content by activating prior knowledge and by using outside source materials and develops a system for tracking sources. Student uses organizational structures and expectations of the chosen genre to represent ideas, make connections, and develop an organizational structure for drafting.

Literary Analysis

Performance Expectation Category	Level 1	Level 2
W2.2.1 Uses a variety of strategies to guide the generation of content by activating prior knowledge.	W2.2-1.1L Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., idea mapping, outlining, free writing, journaling, talking with peers in <u>reader-response groups</u> or group discussions) and developing relevant examples and supporting details.	W2.2-1.2L Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., idea mapping, outlining, free writing, journaling, talking with peers in reader-response groups or group discussions) and developing reasons, relevant examples, and supporting details.
W2.2.2 Uses a variety of strategies to guide the generation of content by using outside source materials.	W2.2-2.1L Uses a variety of strategies to guide the generation of content (e.g., re-reading text; free writing; journaling; talking with peers in reader-response groups or group discussions; using dictionaries or other resources to define unfamiliar vocabulary; creating a context for the text).	W2.2-2.2L Uses a variety of strategies to guide the generation of content (e.g., re-reading text; free writing; journaling; talking with peers in reader-response groups or group discussions; using dictionaries or other resources to define unfamiliar vocabulary; situating the text in its historical and geographical context).
W2.2.3 Refines the topic by considering personal relevance, audience, purpose, goals, limits of the assignment, and available resources.	W2.2-3.1L Focuses the interpretive claim as the understanding of the text develops by considering whether the interpretive claim is meaningful and can be supported within limits of assignment and available resources.	W2.2-3.2L Focuses the interpretive claim as the understanding of the text develops by considering whether the interpretive claim is relevant and meaningful and can be supported within limits of assignment and available resources.
W2.2.4 Uses conventional organizational structures and expectations of the chosen genre to select content, represent ideas, make connections, and develop an organizational structure for drafting.	W2.2-4.1L Uses conventional structures and expectations for literary analysis to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.2L Uses conventional structures and expectations for literary analysis to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Level 3	Level 4	Level 5	Level 6
W2.2-1.3L Uses a variety of strategies to guide the generation of content by activating prior knowledge (e.g., idea mapping, outlining, <u>dialectical journaling</u>) and developing and selecting major ideas, relevant reasons, supporting examples, and details.	W2.2-1.4L Uses a variety of strategies to guide the generation of content by activating and elaborating prior knowledge (e.g., idea mapping, outlining, dialectical journaling); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her interpretations; and considering varying interpretations from others.	W2.2-1.5L Uses a variety of strategies to guide the generation of content by activating and elaborating prior knowledge (e.g., idea mapping, outlining, dialectical journaling, small group discussions); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her interpretations; and considering and addressing varying interpretations from others.	W2.2-1.6L Uses a variety of strategies to guide the generation of content by activating and elaborating prior knowledge (e.g., idea mapping, outlining, dialectical journaling, small group discussions); developing and selecting major ideas, relevant reasons, supporting examples, and details; analyzing strengths and weaknesses of his or her interpretations; and considering and addressing varying interpretations from others.
W2.2-2.3L Uses a variety of strategies to guide the generation of content (e.g., close reading of primary text; free writing; journaling; talking with peers in reader-response groups or group discussions; using dictionaries or other resources to define unfamiliar vocabulary; situating the text in its historical, geographical, and cultural context).	W2.2-2.4L Uses a variety of strategies to guide the generation of content (e.g., close reading of primary text; free writing; journaling; talking with peers in reader-response groups or group discussions; using dictionaries or other resources to define unfamiliar vocabulary; situating the text in its historical, cultural, geographical, and social context; considering interpretations of critics).	W2.2-2.5L Uses a variety of strategies to guide the generation of content (e.g., close reading of primary text; free writing; journaling; talking with peers in reader-response groups or group discussions; using dictionaries or other resources to define unfamiliar vocabulary; situating the text in its political, historical, cultural, geographical, and social context; addressing interpretations of critics).	W2.2-2.6L Uses a variety of strategies to guide the generation of content (e.g., close reading of primary text; free writing; journaling; talking with peers in reader-response groups or group discussions; reading of secondary sources; situating the text in its political, historical, cultural, geographical, and social context; analyzing and addressing interpretations of critics).
W2.2-3.3L Focuses the interpretive claim as the interpretation develops by considering whether the interpretive claim is relevant, interesting, and meaningful and can be supported within limits of assignment and available resources.	W2.2-3.4L Refines the interpretive claim as the interpretation develops by considering whether it is substantive, relevant, interesting, and meaningful and can be supported within limits of assignment and available resources; considers other interpretations.	W2.2-3.5L Refines the interpretive claim as the analysis develops by considering whether it is substantive, relevant, interesting, and meaningful and can be supported within limits of assignment and available resources; anticipates alternative interpretations.	W2.2-3.6L Refines the interpretive claim by considering whether it is substantive, relevant, interesting, and meaningful; can be supported within limits of the assignment and available resources; and holds up against alternative interpretations.
W2.2-4.3L Uses conventional structures and expectations for literary analysis to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.4L Uses conventional structures and expectations for literary analysis to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.5L Uses conventional structures and expectations for literary analysis to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.6L Uses conventional structures and expectations for literary analysis to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Writing Standards

Standard 3

Drafting

Literary Analysis

Writers employ a variety of technologies (e.g., pencil, pen, computer) to compose sentences and paragraphs, lines and stanzas, and larger units of text, starting at various places within the preliminary organizational structure. As they draft, writers consider how the emerging text fits with their goals and develops their topic, revisiting their analyses and developing new content as needed. As they compose, they consider stylistic choices, grammar, and usage; evaluate the relevance, quality, and reliability of information; and attend to the ethics of writing.

Drafting is highly recursive. Many experienced writers continuously revise and edit as they draft. For example, they may compose a paragraph, read what they have written, and make changes immediately before drafting additional text. As they compose, writers frequently identify a need for additional information that may lead to further reflection or research.

Objectives

- W3.1** Student generates text to develop points within the preliminary organizational structure.
- W3.2** Student makes stylistic choices with language to achieve intended effects.

Objective W3.1

Student generates text to develop points within the preliminary organizational structure.

Student composes text that develops and supports the topic.

Literary Analysis

Performance Expectation Category	Level 1	Level 2
W3.1.1 Drafts text that presents a coherent and smooth progression of ideas, includes supporting details, incorporates source materials as appropriate, and reaches a satisfactory conclusion.	W3.1-1.1L Drafts an interpretative claim, provides supporting evidence from the text (e.g., direct quotations and examples), develops main and supporting ideas, and draws a conclusion.	W3.1-1.2L Drafts a clear interpretative claim, provides supporting evidence from the text (e.g., direct quotations, summaries, and examples), develops main and supporting ideas, and draws an appropriate conclusion.
W3.1.2 Incorporates source materials in a variety of ways, demonstrating an understanding of the ethics of writing.	W3.1-2.1L Uses direct quotations correctly in writing in order to avoid plagiarism.	W3.1-2.2L Correctly combines direct quotations with own paraphrases in writing in order to avoid plagiarism.
W3.1.3 Uses rhetorical appeals and organizational structures to establish a credible voice.	W3.1-3.1L Uses rhetorical appeals (e.g., considers audience familiarity with the text, establishes his or her knowledge of the text, establishes the soundness of the interpretation) and conventional organizational patterns to inform the intended audience.	W3.1-3.2L Uses rhetorical appeals (e.g., considers audience knowledge of the text, establishes his or her understanding of the text, establishes the soundness of the interpretation) and conventional organizational patterns to inform the intended audience.

Level 3	Level 4	Level 5	Level 6
W3.1-1.3L Drafts a clear interpretative claim; uses effective supporting evidence from the text (e.g., direct quotations, paraphrases, and examples); develops a coherent progression of ideas, signaling main and supporting ideas; and draws an appropriate conclusion.	W3.1-1.4L Drafts a thoughtful interpretative claim; connects effective supporting evidence from the text and outside sources (e.g., direct quotations, paraphrases, and examples); develops a coherent and smooth progression of ideas, signaling main and supporting ideas; and draws an appropriate conclusion.	W3.1-1.5L Drafts a thoughtful and substantive interpretative claim; weaves together effective reasoning with supporting evidence from the text and outside sources (e.g., direct quotations, paraphrases, and examples); develops a coherent and smooth progression of ideas, signaling main and supporting ideas; and draws an appropriate and engaging conclusion.	W3.1-1.6L Drafts a thoughtful and substantive interpretative claim; strategically weaves together effective reasoning with supporting evidence from the text and outside sources (e.g., direct quotations, paraphrases, and examples); develops a coherent and smooth progression of ideas, signaling main and supporting ideas; and draws a sophisticated and engaging conclusion.
W3.1-2.3L Understands the differences between paraphrasing and directly quoting source texts and generally uses both correctly in writing in order to avoid plagiarism.	W3.1-2.4L Understands the differences between paraphrasing and directly quoting source texts and uses both correctly and effectively in writing in order to avoid plagiarism.	W3.1-2.5L Appropriately uses source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating an understanding of the ethics of writing.	W3.1-2.6L Strategically incorporates source materials in a variety of ways (e.g., directly quoting words, phrases, and sentences; paraphrasing), demonstrating a sophisticated understanding of the ethics of writing.
W3.1-3.3L Uses appropriate rhetorical appeals (e.g., considers audience knowledge of the text, establishes his or her understanding of the text, establishes the soundness of the interpretation) and conventional organizational patterns to guide the intended audience through the interpretation of text.	W3.1-3.4L Uses appropriate rhetorical appeals (e.g., considers audience knowledge of the text, establishes his or her understanding of the text, establishes the soundness of the interpretation, identifies alternative interpretations) and appropriate organizational patterns to guide the intended audience through the interpretation of the text.	W3.1-3.5L Uses appropriate rhetorical appeals (e.g., considers audience knowledge of the text, establishes his or her understanding of the text, establishes the soundness of the interpretation, considers alternative interpretations, establishes a credible voice) and effective organizational patterns to guide the intended audience through the interpretation of the text.	W3.1-3.6L Uses appropriate rhetorical appeals (e.g., considers audience knowledge of the text, establishes his or her understanding of the text, establishes the soundness of the interpretation, considers alternative interpretations, establishes a credible voice, addresses alternative interpretations) and effective organizational patterns to guide the intended audience through a sophisticated and persuasive interpretation of the text.

Objective W3.2

Student makes stylistic choices with language to achieve intended effects.

As a student composes, he or she makes stylistic choices about dialect, tone, voice, diction, detail, figurative language, word choice, and sentence structure with an awareness of purpose, audience, and the ethics of writing.

Literary Analysis

Performance Expectation Category	Level 1	Level 2
W3.2.1 Selects precise vocabulary, compelling verbs, and figurative language to achieve intended effects and appeal to the audience.	W3.2-1.1L Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes) to create tone and voice and appeal to the audience.	W3.2-1.2L Uses vocabulary, strong verbs, and figurative language (e.g., metaphors and similes) to create a formal or informal tone and voice, with an awareness of audience.
W3.2.2 Uses a variety of sentence structures to create specific effects.	W3.2-2.1L Uses a variety of sentence structures (e.g., simple and compound constructions, sentences of varying lengths, declarative and interrogative sentences); establishes actors, actions, objects, and indirect objects; signals relations between pronouns and antecedents; and uses active voice to create specific effects.	W3.2-2.2L Uses a variety of sentence structures (e.g., simple, coordinate, subordinate, and compound constructions; sentences of varying lengths; declarative and interrogative sentences); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and uses active voice to create specific effects.
W3.2.3 Uses topic sentences to establish the focus of paragraphs, uses transition words to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.1L Uses topic sentences to establish the focus of paragraphs, transition words to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer).	W3.2-3.2L Uses clear topic sentences to establish the focus of paragraphs, transition words and phrases (e.g., <i>as a result</i> , <i>in contrast</i> , <i>because of</i>) to signal progression of ideas within and between paragraphs, and appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution).
W3.2.4 Chooses language carefully to avoid negative labels, stereotypes, or characterizations that exclude other people.	W3.2-4.1L Understands that the use of words and phrases can negatively characterize other people.	W3.2-4.2L Carefully chooses language to avoid negative labels, stereotypes, or characterizations that exclude others.

Level 3	Level 4	Level 5	Level 6
W3.2-1.3L Selects vocabulary, strong verbs, rhetorical questions, and figurative language (e.g., metaphors, similes, appropriate idiomatic expressions) to achieve intended effects (e.g., formal or informal tone, credible voice) and to inform and appeal to the intended audience.	W3.2-1.4L Selects precise vocabulary (e.g., appropriate literary terms, appropriate use of standard or nonstandard words or phrases), compelling verbs, and figurative language (e.g., metaphor, appropriate idiomatic expressions) to achieve intended effects (formal or informal tone, credible voice), with an awareness of audience.	W3.2-1.5L Selects precise vocabulary (e.g., appropriate literary terminology, compelling verbs, figurative language including illustrative metaphors and similes, rhetorical questions, detailed images, and examples) to develop credibility of voice, to support interpretation of the text, and to communicate information clearly.	W3.2-1.6L Selects precise literary terminology to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.
W3.2-2.3L Uses a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, and complex constructions; questions as topic sentences; sentences of varying length and type—declarative, interrogative, exclamatory); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and consistently uses active voice to create specific effects.	W3.2-2.4L Uses a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; appositives; varying sentence length and type); uses rhetorical questions; clearly establishes actors, actions, objects, indirect objects, and pronoun antecedents; and consistently uses active or passive voice to achieve specific effects.	W3.2-2.5L Selects a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; fragments; appositives); uses rhetorical questions; establishes actors, actions, objects, indirect objects, and pronoun antecedents; selects active or passive constructions for emphasis; varies sentence length, type, and complexity to create desired effects.	W3.2-2.6L Strategically selects a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; fragments; appositives); uses rhetorical questions; establishes actors, actions, objects, indirect objects, and pronoun antecedents; selects active or passive constructions for emphasis; varies sentence length, type, and complexity to create desired effects.
W3.2-3.3L Uses clear topic sentences to establish the focus of paragraphs, transition words and phrases to signal progression of ideas within and between paragraphs, appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-and-contrast, problem-solution, cause-and-effect).	W3.2-3.4L Uses a variety of types of topic sentences to establish the focus of paragraphs, varies the position of topic sentences within paragraphs, uses transition words and phrases to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect).	W3.2-3.5L Uses clear, varied, and engaging topic sentences to establish the focus of paragraphs; varies the position of topic sentences within paragraphs; uses transition words and phrases to signal progression of ideas within and between paragraphs (e.g., building toward a concluding topic sentence, writing topic sentences as questions or exclamations, building tension or suspense that is explained or resolved in concluding sentence); uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-and-contrast, problem-solution, cause-and-effect).	W3.2-3.6L Strategically focuses paragraphs by using a variety of techniques (e.g., building toward a concluding topic sentence, writing topic sentences as questions or exclamations, building tension or suspense that is explained or resolved in concluding sentence); uses transition words and phrases to signal progression of ideas within and between paragraphs; uses appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause-and-effect); and implicitly and explicitly establishes shaping paragraphs to create specific nuanced effects.
W3.2-4.3L Carefully selects language that avoids negative characterizations of groups of people or individuals, or that excludes or includes certain groups or individuals in negative ways.	W3.2-4.4L Carefully selects language that avoids negative characterizations of groups of people or individuals, that excludes or includes certain groups or individuals in negative ways, or that generalizes about individuals as members of groups.	W3.2-4.5L Carefully selects language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.	W3.2-4.6L Strategically crafts language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.

Writing Standards

Standard 4

Evaluating and Revising Texts

Literary Analysis

Students critique written drafts and revise accordingly. They evaluate drafts in light of rhetorical goals and feedback from self, peers, and others to determine whether overall development and organization convey a coherent, consistent message. They also evaluate the draft for effectiveness of stylistic choices.

Experienced writers engage in both local and global revision. Local revision occurs when writers stop often, sometimes after drafting a few sentences, to re-read and make changes in their text for reasons of clarity or style. Global revision occurs when a piece of text is more fully developed and writers can consider overarching issues, including organization, development, focus, and consistency of voice. Global revision may involve moving, eliminating, or adding sections of text, potentially leading writers to revisit aspects of planning and drafting.

Objectives

- W4.1** Student evaluates drafted text for development, organization, and focus.
- W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices.

Objective W4.1

Student evaluates drafted text for development, organization, and focus.

Student evaluates his or her draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.

Literary Analysis

Performance Expectation Category	Level 1	Level 2
W4.1 Evaluates the draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.	W4.1-1.1L Uses provided strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether the organization is clear, and whether the conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.2L Uses provided strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether the explication and claims are supported (i.e., with reasons, examples, and textual evidence); whether the organization is clear; and whether the conclusion is appropriate, in order to guide ongoing drafting.

Level 3	Level 4	Level 5	Level 6
<p>W4.1-1.3L Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a peer reviewer; using a rubric, outline, or organizational map) to evaluate whether the organizational pattern is clear, effective, and adequately developed; whether the development of the explication is coherent; whether interpretations and claims are supported by appropriate and sufficient evidence (i.e., reasons, examples, and textual evidence); whether sources are used effectively to support the development of ideas (e.g., avoids excessive reliance on quotations); and whether conclusion is appropriate, in order to guide ongoing investigation and drafting.</p>	<p>W4.1-1.4L Uses a variety of strategies (e.g., reading the draft aloud; asking a peer for feedback; using a rubric, outline, or organizational map; reading the draft from the perspective of the intended audience) to evaluate whether the organization of the draft is effective, sufficiently supported, and adequately developed; whether the explication is coherent; whether interpretations and claims are supported by appropriate and sufficient evidence (i.e., reasons, examples, textual evidence, evidence from outside sources); whether sources are used effectively to support the development of ideas (e.g., avoids excessive reliance on quotations); and whether conclusion is appropriate, in order to guide ongoing investigation and drafting.</p>	<p>W4.1-1.5L Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organizational map, reading the draft from the perspective of the intended audience) to evaluate whether the organization of the draft is effective, sufficiently supported, and adequately developed; whether the interpretative claim is clear and substantive; whether the development of the explication is coherent; whether interpretations and claims are supported by appropriate and sufficient evidence (i.e., reasons, examples, and textual evidence); whether sources are used effectively to support the development of ideas (e.g., avoids excessive reliance on quotations); whether text is appropriate to audience interests and background knowledge; whether the authorial voice is credible; and whether conclusion is appropriate and convincing, in order to guide ongoing investigation and drafting.</p>	<p>W4.1-1.6L Uses a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, outlining or creating an organizational map of the draft, reading the draft from the perspective of the intended audience) to evaluate whether organizational patterns are clear and developed; whether the interpretative claim is clear and substantive; whether the development of the explication is coherent and smooth; whether interpretations and claims are supported by appropriate and sufficient evidence (i.e., reasons, examples, and textual evidence); whether sources are used effectively to support the development of ideas; whether text is appropriate to audience interests, background knowledge, and attitudes; whether the authorial voice is credible; and whether conclusion is appropriate, convincing, and compelling, in order to guide ongoing investigation and drafting.</p>

Objective W4.2

Student evaluates drafted text to determine the effectiveness of stylistic choices.

After composing, student evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.

Literary Analysis

Performance Expectation Category	Level 1	Level 2
W4.2 Evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.	W4.2-1.1L Uses a variety of strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether the interpretative claim is clear and supported; whether vocabulary is precise and verbs are active; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied and pronoun references are clear; whether topic sentences are clear, transitions within and between paragraphs are well signaled, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.	W4.2-1.2L Uses a variety of strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether the interpretative claim is clear and supported; whether vocabulary is precise, verbs are active, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.

Level 3	Level 4	Level 5	Level 6
<p>W4.2-1.3L Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map) to evaluate whether the interpretative claim is clear and supported; whether vocabulary is precise, verbs are compelling, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.4L Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the interpretative claim is clear and supported; whether vocabulary is precise, verb use is compelling, figurative language is effective, and voice is credible; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.5L Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the interpretative claim is clear and supported; whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence structures are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.6L Strategically uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft and discuss it with others; reading the draft from the perspective of the intended audience) to evaluate whether the interpretative claim is clear and supported; to evaluate the text with the internalized sense of an outside reader to ensure that the language is inoffensive and inclusive; that vocabulary has been used in sophisticated ways to convey nuances of meaning, that verbs are compelling, and that figurative language is effective; that actors, actions, objects, and indirect objects are clearly established; that sentence structure is varied to support interest and emphasis; that the focus and transitions are clear; and that the organization, tone, and voice effectively communicate ideas, perspectives, insights, and credibility, in order to achieve his or her purposes for writing to the intended audience.</p>

Writing Standards

Standard 2

Generating Content

Creative and Reflective

Students consider what they already know and need to know in order to guide exploration of the topic. They gather information (e.g., probe personal experiences and imagination, conduct primary research, conduct secondary research) to deepen their understanding of their topic and guide and support their development of a point of view. In addition, they use organizational structures and consider expectations of the chosen genre as they represent ideas, make connections, and develop a structure for drafting. They know how to evaluate, react to, and build upon the ideas of other writers and how to track sources.

For some genres and purposes, writers may feel less need to formally probe experiences and research external resources when generating content. Sometimes the act of generating content may be less formal, more automatic, and concurrent to drafting. Whereas novice writers may not fully appreciate the need for planning, generating, and developing content before writing, skilled writers appreciate the importance of planning, even though they may plan and generate content intuitively, revisiting their planning after they have substantially developed their text.

Objectives

- W2.1** Student takes inventory of what he or she knows and needs to know.
- W2.2** Student generates, selects, connects, and organizes information and ideas.

Objective W2.1

Student takes inventory of what he or she knows and needs to know.

Student considers what he or she knows and needs to know about a topic to guide additional research.

Creative and Reflective

Performance Expectation Category	Level 1	Level 2
W2.1.1 Selects a topic, identifies what he or she knows about the topic, and determines the need for additional information.	W2.1-1.1CR Identifies a creative or reflective working topic (e.g., reflects on an experience or time in the past, draws upon imagination); chooses a genre (e.g., poem, short story); inventories and organizes what he or she knows about the topic, ideas, examples, and genre; and identifies areas for further research.	W2.1-1.2CR Develops a creative or reflective working topic (e.g., reflects on an experience or time in the past, draws upon imagination); chooses a genre (e.g., poem, short story); inventories and organizes what he or she knows about the topic, ideas, examples, and genre; and identifies areas for further research.
W2.1.2 Identifies a variety of primary and secondary sources of information and uses a system for tracking sources.	W2.1-2.1CR Identifies sources of information and ideas (e.g., personal experience, imagination, books) and keeps notes to help develop and track ideas.	W2.1-2.2CR Identifies a variety of sources of information and ideas (e.g., personal experience, imagination, interviews, books, Web sites) and uses a system for further developing and recording ideas and tracking sources.

Level 3	Level 4	Level 5	Level 6
W2.1-1.3CR Develops a creative or reflective working topic (e.g., reflects on an experience or time in the past, draws upon imagination, draws on experiences of others); chooses a genre (e.g., poem, short story, personal essay); inventories and organizes what he or she knows about the topic, ideas, examples, and genre; and identifies areas for further research.	W2.1-1.4CR Develops and refines a creative or reflective working topic (e.g., reflects on an experience or time in the past, draws upon imagination, draws on experiences of others); considers the appropriateness of the chosen genre (e.g., poem, short story, personal essay); inventories and organizes what he or she knows about the topic, ideas, examples, and genre; and identifies areas for further research.	W2.1-1.5CR Analyzes and refines a creative or reflective working topic (e.g., reflects on an experience or time in the past, draws upon imagination, draws on experiences of others); evaluates the appropriateness of the chosen genre (e.g., poem, short story, personal essay); inventories and organizes what he or she knows about the topic, ideas, examples, and genre; and identifies areas for further research.	W2.1-1.6CR Analyzes and refines a creative or reflective working topic (e.g., reflects on an experience or time in the past, draws upon imagination, draws on experiences of others); evaluates the appropriateness of the chosen genre (e.g., poem, short story, personal essay); inventories and organizes what he or she knows about the topic, ideas, examples, and genre; and identifies areas for further research.
W2.1-2.3CR Identifies and evaluates a variety of sources of information and ideas (e.g., personal experience, imagination, interviews, books, Web sites) and uses a system for further developing and recording ideas and tracking secondary sources.	W2.1-2.4CR Identifies and evaluates a variety of sources of information and ideas (e.g., personal experience, imagination, interviews, books, Web sites, historical records) that present different perspectives on the topic and uses a system for further developing and recording ideas and tracking sources.	W2.1-2.5CR Identifies, evaluates, and analyzes a variety of sources of information and ideas (e.g., personal experience, imagination, interviews, books, Web sites, historical records) that present different perspectives on the topic and uses a system for further developing and recording ideas and tracking sources.	W2.1-2.6CR Identifies, evaluates, and analyzes a variety of sources of information and ideas (e.g., personal experience, imagination, interviews, books, Web sites, historical records) that present different perspectives on the topic and uses a system for further developing and recording ideas and tracking sources.

Objective W2.2

Student generates, selects, connects, and organizes information and ideas.

Student generates content by activating prior knowledge and by using outside source materials and develops a system for tracking sources. Student uses organizational structures and expectations of the chosen genre to represent ideas, make connections, and develop an organizational structure for drafting.

Creative and Reflective

Performance Expectation Category	Level 1	Level 2
W2.2.1 Uses a variety of strategies to guide the generation of content by activating prior knowledge.	W2.2-1.1CR Uses a variety of strategies to guide the generation of content by activating prior knowledge and imagination (e.g., brainstorming; idea mapping or outlining; free writing; exploring through journalist's questions—who, what, when, where, why, and how; identifying memorable life events) and develops relevant examples and supporting details.	W2.2-1.2CR Uses a variety of strategies to guide the generation of content by activating prior knowledge and imagination (e.g., brainstorming; idea mapping or outlining; free writing; exploring through journalist's questions—who, what, when, where, why, and how; exploring memorable life events) and developing reasons, relevant examples, and supporting details.
W2.2.2 Uses a variety of strategies to guide the generation of content by using outside source materials.	W2.2-2.1CR Uses a variety of strategies to generate notes and content through interacting with others (e.g., interviewing friends and family members) and through reading secondary sources (e.g., Web-based resources, historical fiction).	W2.2-2.2CR Uses a variety of strategies to generate notes and content through interacting with others (e.g., interviewing friends and family members, community members, experts in a field) and through reading secondary sources (e.g., Web-based resources, historical fiction, newspapers).
W2.2.3 Refines the topic by considering personal relevance, audience, purpose, goals, limits of the assignment, and available resources.	W2.2-3.1CR Focuses the topic by considering whether the content is personally interesting and meaningful; is aligned with purposes and goals; and can be explored within the requirements of the writing task and available resources.	W2.2-3.2CR Focuses the topic by considering whether the content is personally relevant, interesting, meaningful, and relevant to possible audiences; is aligned with purposes and goals; and can be explored within the requirements of the writing task and available resources.
W2.2.4 Uses conventional organizational structures and expectations of the chosen genre to select content, represent ideas, make connections, and develop an organizational structure for drafting.	W2.2-4.1CR Uses conventional structures and expectations of the chosen genre to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.2CR Uses conventional structures and expectations of the chosen genre to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Level 3	Level 4	Level 5	Level 6
W2.2-1.3CR Uses a variety of strategies to guide the generation of content by activating prior knowledge and imagination (e.g., brainstorming; idea mapping or outlining; free writing; journaling; exploring through journalist's questions—who, what, when, where, why, and how; interpreting memorable life events) and selecting and developing major ideas, relevant reasons, supporting examples, and details.	W2.2-1.4CR Uses a variety of strategies to guide the generation of content by activating prior knowledge and imagination (e.g., brainstorming; idea mapping or outlining; free writing; journaling; exploring through journalist's questions—who, what, when, where, why, and how; identifying significant life events) and selecting and developing major ideas, relevant reasons, supporting examples, and precise descriptive details.	W2.2-1.5CR Uses a variety of strategies to guide the generation of content by activating prior knowledge and imagination (e.g., brainstorming; idea mapping or outlining; free writing; journaling; exploring through journalist's questions—who, what, when, where, why, and how; exploring the significance of life events); selecting and developing major ideas, relevant reasons, supporting examples, and details; and analyzing strengths and weaknesses of his or her text.	W2.2-1.6CR Uses a variety of strategies to guide the generation of content by activating prior knowledge and imagination (e.g., brainstorming; idea mapping or outlining; free writing; journaling; exploring through journalist's questions—who, what, when, where, why, and how; exploring the significance of life events); selecting and developing major ideas, relevant reasons, supporting examples, and details; and analyzing strengths and weaknesses of his or her text.
W2.2-2.3CR Uses a variety of strategies to generate notes and content through interacting with others (e.g., interviewing friends and family members, community members, experts in a field) and through reading secondary sources (e.g., Web-based resources, fiction, histories, dramas, newspapers, magazines).	W2.2-2.4CR Uses a variety of strategies to generate notes and content through interacting with others (e.g., interviewing friends and family members, community members, experts in a field), through reading secondary sources (e.g., Web-based resources, fiction, histories, dramas, memoirs, newspapers, magazines), and through examining personal and other artifacts.	W2.2-2.5CR Uses a variety of strategies to generate notes and content through interacting with others (e.g., interviewing friends and family members, interviewing significant participants about identified past experiences, interviewing others who have experienced similar types of life events), through reading secondary sources (e.g., Web-based resources, fiction, histories, dramas, memoirs, newspapers, magazines), and through examining personal and other artifacts.	W2.2-2.6CR Uses a variety of strategies to generate notes and content through interacting with others (e.g., interviewing family, interviewing significant participants about identified past experiences, interviewing others who have experienced similar types of life events, interviewing others who may be able to share insights into ways of coping with certain types of recollected experiences), through reading secondary sources (e.g., Web-based resources, fiction, histories, dramas, memoirs, newspapers, magazines), and through examining personal and other artifacts.
W2.2-3.3CR Focuses the topic by considering whether the content is personally relevant, interesting, and meaningful; is interesting and meaningful to audience; is connected to purposes and goals; and can be explored within the requirements of the writing task and available resources.	W2.2-3.4CR Refines the topic by considering whether the content is personally interesting and meaningful; is relevant, interesting, and meaningful to audience; is aligned with purposes and goals; and can be explored within the requirements of the writing task and available resources.	W2.2-3.5CR Refines the topic by selecting content that is personally interesting and meaningful; is relevant, interesting, and meaningful to audience; is aligned with purposes and goals; and can be explored within the requirements of the writing task and available resources.	W2.2-3.6CR Refines the topic by selecting content that is personally interesting and meaningful; is relevant, interesting, and meaningful to audience; weaves in materials from others to provide an objective or contextualized view of the content; is aligned with purposes and goals; and can be meaningfully explored within the limits of the writing task and available resources.
W2.2-4.3CR Uses conventional structures and expectations of the chosen genre to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.4CR Uses conventional structures and expectations of the chosen genre to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.5CR Uses conventional structures and expectations of the chosen genre to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.	W2.2-4.6CR Uses conventional structures and expectations of the chosen genre to select content, represent ideas, make connections, generate new insights, and develop an organizational structure for drafting.

Writing Standards

Standard 3

Drafting

Creative and Reflective

Writers employ a variety of technologies (e.g., pencil, pen, computer) to compose sentences and paragraphs, lines and stanzas, and larger units of text, starting at various places within the preliminary organizational structure. As they draft, writers consider how the emerging text fits with their goals and develops their topic, revisiting their analyses and developing new content as needed. As they compose, they consider stylistic choices, grammar, and usage; evaluate the relevance, quality, and reliability of information; and attend to the ethics of writing.

Drafting is highly recursive. Many experienced writers continuously revise and edit as they draft. For example, they may compose a paragraph, read what they have written, and make changes immediately before drafting additional text. As they compose, writers frequently identify a need for additional information that may lead to further reflection or research.

Objectives

- W3.1** Student generates text to develop points within the preliminary organizational structure.
- W3.2** Student makes stylistic choices with language to achieve intended effects.

Objective W3.1

Student generates text to develop points within the preliminary organizational structure.

Student composes text that develops and supports the topic.

Creative and Reflective

Performance Expectation Category	Level 1	Level 2
W3.1.1 Drafts text that presents a coherent and smooth progression of ideas, includes supporting details, incorporates source materials as appropriate, and reaches a satisfactory conclusion.	W3.1-1.1CR Drafts a creative and reflective text to develop a main idea, develops supporting details, and draws a conclusion or arrives at a satisfactory closing.	W3.1-1.2CR Drafts a creative and reflective text, develops a main idea, develops coherent and relevant supporting details, and draws an appropriate conclusion or arrives at a satisfactory closing.
W3.1.2 Incorporates source materials in a variety of ways, demonstrating an understanding of the ethics of writing.	W3.1-2.1CR Uses direct and indirect quotations (e.g., words, phrases, and sentences) correctly.	W3.1-2.2CR Uses direct and indirect quotations (e.g., words, phrases, and sentences) correctly and punctuates dialogue correctly.
W3.1.3 Uses rhetorical appeals and organizational structures to establish a credible voice.	W3.1-3.1CR Considers background knowledge and interests of the audience and uses an appropriate genre or mode to convey his or her intent (e.g., poem, short story).	W3.1-3.2CR Considers background knowledge and interests of the audience and uses an appropriate genre or mode (e.g., poem, short story, tall tale) to present the topic.

Level 3	Level 4	Level 5	Level 6
W3.1-1.3CR Drafts a creative or reflective text with a clear controlling idea, develops a coherent progression of ideas, and draws an appropriate conclusion or arrives at a satisfactory closing.	W3.1-1.4CR Drafts a creative or reflective text with a clear controlling idea or emerging thesis, develops a coherent progression of ideas and illustrative details, and draws an appropriate conclusion or arrives at a satisfactory closing.	W3.1-1.5CR Drafts a creative or reflective text with a clear controlling idea or working thesis, develops a coherent and smooth progression of ideas and illustrative details (e.g., reflection on important experiences, events, or times in his or her past), and draws an appropriate and substantive conclusion or arrives at a satisfactory closing.	W3.1-1.6CR Drafts a creative or reflective text with a clear controlling idea or working thesis; strategically weaves together effective use of illustrative examples, supporting ideas, and details (e.g., reflection on important experiences, events, or times in his or her past, reflective analysis establishing the personal significance of the recollection); and draws an appropriate and substantive conclusion or arrives at a satisfactory closing.
W3.1-2.3CR Uses direct and indirect quotations (e.g., words, phrases, and sentences) correctly, punctuates dialogue correctly, and uses dialogue effectively to add interest to and enliven the text.	W3.1-2.4CR Uses direct and indirect quotations (e.g., words, phrases, and sentences) correctly, punctuates dialogue correctly, and uses dialogue and interior monologue effectively to add interest to and enliven the text.	W3.1-2.5CR Uses direct and indirect quotations (e.g., words, phrases, and sentences) correctly, punctuates dialogue correctly, uses dialogue and interior monologue effectively to add depth to and enliven the text, and uses outside source materials (e.g., quotations from books, films, and songs) to develop and extend a text.	W3.1-2.6CR Uses direct and indirect quotations (e.g., words, phrases, and sentences) correctly, punctuates dialogue correctly, uses dialogue and interior monologue effectively to add depth to and enliven the text, and uses outside source materials (e.g., quotations from books, films, and songs) in ways that demonstrate an understanding of the ethics of writing.
W3.1-3.3CR Uses appropriate rhetorical appeals (e.g., considers background knowledge and interests of the audience, establishes his or her credibility) and uses an appropriate genre or mode (e.g., poem, short story, short drama, speech) to engage and guide the intended audience.	W3.1-3.4CR Uses appropriate rhetorical appeals (e.g., considers background knowledge and interests of the audience, establishes his or her credibility) and uses an effective genre or mode (e.g., poem, short story, personal essay, speech) to engage and guide the intended audience.	W3.1-3.5CR Uses appropriate rhetorical appeals (e.g., considers background knowledge and interests of the audience, establishes his or her credibility), uses an effective genre or mode (e.g., poem, short story, personal essay), and establishes a credible voice to guide the intended audience.	W3.1-3.6CR Uses sophisticated rhetorical appeals (e.g., considers background knowledge and interests of the audience, establishes his or her credibility), uses an effective genre or mode, and establishes a credible authorial voice.

Objective W3.2

Student makes stylistic choices with language to achieve intended effects.

As a student composes, he or she makes stylistic choices about dialect, tone, voice, diction, detail, figurative language, word choice, and sentence structure with an awareness of purpose, audience, and the ethics of writing.

Creative and Reflective

Performance Expectation Category	Level 1	Level 2
W3.2.1 Selects precise vocabulary, compelling verbs, and figurative language to achieve intended effects and appeal to the audience.	W3.2-1.1CR Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes) to create tone and voice and appeal to the audience.	W3.2-1.2CR Uses vocabulary, strong verbs, and figurative language (e.g., metaphors, similes) to create a formal or informal tone and voice, with an awareness of audience.
W3.2.2 Uses a variety of sentence structures to create specific effects.	W3.2-2.1CR Uses a variety of sentence structures (e.g., simple and compound constructions, sentences of varying lengths, declarative and interrogative sentences); establishes actors, actions, objects, and indirect objects; signals relations between pronouns and antecedents; and uses active voice to create specific effects.	W3.2-2.2CR Uses a variety of sentence structures (e.g., simple, coordinate, subordinate, and compound constructions; sentences of varying lengths; declarative and interrogative sentences); clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and uses active voice to create specific effects.
W3.2.3 Uses topic sentences to establish the focus of paragraphs, uses transition words to signal progression of ideas within and between paragraphs, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.1CR Establishes a focus for paragraphs or verses, uses transition words and phrases to signal progression of ideas within and between paragraphs or verses, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.2CR Establishes a clear focus for paragraphs or verses (e.g., uses clear topic sentences, repetition of words or images), uses transition words and phrases to signal progression of ideas within and between paragraphs or verses, and uses appropriate words and phrases to signal organizational patterns.
W3.2.4 Chooses language carefully to avoid negative labels, stereotypes, or characterizations that exclude other people.	W3.2-4.1CR Understands that the use of words and phrases can negatively characterize other people.	W3.2-4.2CR Carefully chooses language to avoid negative labels, stereotypes, or characterizations that exclude others.

Level 3	Level 4	Level 5	Level 6
W3.2-1.3CR Selects vocabulary, strong verbs, rhetorical questions, and figurative language (e.g., metaphors, similes, appropriate idiomatic expressions) to achieve intended effects (e.g., formal or informal tone, credible voice) and to communicate with and appeal to the intended audience.	W3.2-1.4CR Selects precise vocabulary (e.g., appropriate use of standard or nonstandard words or phrases), compelling verbs, figurative language (e.g., metaphor, appropriate idiomatic expressions) to achieve intended effects (e.g., formal or informal tone, credible voice) and to communicate with and appeal to the intended audience.	W3.2-1.5CR Selects precise vocabulary (e.g., appropriate use of standard or nonstandard words or phrases), compelling verbs, figurative language including illustrative metaphors and similes, rhetorical questions, detailed images and examples) to develop voice and to communicate with and appeal to the intended audience.	W3.2-1.6CR Selects precise vocabulary, considering connotation and denotation; uses compelling verbs and figurative language (e.g., extended and illustrative metaphors, irony, understatement) to develop voice and to communicate with and appeal to the intended audience.
W3.2-2.3CR Uses a variety of sentence structures (e.g., parallel structure, simple, coordinate, subordinate, compound, complex constructions; sentences of varying length and type—declarative, interrogative, exclamatory), clearly establishes actors, actions, objects, and indirect objects; clearly signals relations between pronouns and antecedents; and consistently uses active voice to create specific effects.	W3.2-2.4CR Uses a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; appositives; varying sentence length and type); uses rhetorical questions; clearly establishes actors, actions, objects, indirect objects, and pronoun antecedents; and consistently uses active or passive voice to achieve specific effects.	W3.2-2.5CR Selects a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; questions as topic sentences; fragments; appositives); uses rhetorical questions; establishes actors, actions, objects, indirect objects, and pronoun antecedents; selects active or passive constructions for emphasis; and varies sentence length, type, and complexity to create desired effects.	W3.2-2.6CR Strategically selects a variety of sentence structures (e.g., parallel structure; simple, coordinate, subordinate, compound, complex, and compound-complex constructions; fragments; appositives); uses rhetorical questions; establishes actors, actions, objects, indirect objects, and pronoun antecedents; selects active or passive constructions for emphasis; and varies sentence length, type, and complexity to create desired effects.
W3.2-3.3CR Establishes a clear focus for paragraphs or verses (e.g., uses clear and engaging topic sentences, questions as topic sentences, varying position of topic sentences, repetition of words or dominant images), uses transition words and phrases to signal progression of ideas within and between paragraphs or verses, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.4CR Establishes a clear focus for paragraphs or verses (e.g., uses a variety of effective types of topic sentences; varies the position of topic sentences; repetition of words, phrases, or dominant images), uses transition words and phrases to signal progression of ideas within and between paragraphs or verses, builds tension or suspense that is explained or resolved in the conclusion, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.5CR Uses a variety of strategies to establish focus of paragraphs or verses (e.g., clear and engaging topic sentences; questions as topic sentences; varying position of topic sentences; repetition of words, phrases, or dominant images; experimenting with various patterns, meters, and rhyme schemes), uses transition words and phrases to signal progression of ideas within and between paragraphs or verses, builds tension or suspense that is explained or resolved in the conclusion, and uses appropriate words and phrases to signal organizational patterns.	W3.2-3.6CR Strategically selects a variety of effective strategies to establish focus of paragraphs or verses (e.g., questions as topic sentences; varying topic sentence position; implicit topic sentences; repetition of words or dominant images; using appropriate patterns, meters, and rhyme schemes), uses transition words and phrases to signal the progression of ideas within and between paragraphs or verses, uses appropriate words and phrases to signal organizational patterns, builds tension or suspense that is explained or resolved in the conclusion, and builds toward an effective conclusion.
W3.2-4.3CR Carefully selects language that avoids negative characterizations of groups of people or individuals, or that excludes or includes certain groups or individuals in negative ways.	W3.2-4.4CR Carefully selects language that avoids negative characterizations of groups of people or individuals, that excludes or includes certain groups or individuals in negative ways, or that generalizes about individuals as members of groups.	W3.2-4.5CR Carefully selects language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.	W3.2-4.6CR Strategically crafts language that provides balanced and thoughtful representations of others, and that avoids offensive language, stereotypes, or exclusions, even in its nuances.

Writing Standards

Standard 4

Evaluating and Revising Texts

Creative and Reflective

Students critique written drafts and revise accordingly. They evaluate drafts in light of rhetorical goals and feedback from self, peers, and others to determine whether overall development and organization convey a coherent, consistent message. They also evaluate the draft for effectiveness of stylistic choices.

Experienced writers engage in both local and global revision. Local revision occurs when writers stop often, sometimes after drafting a few sentences, to re-read and make changes in their text for reasons of clarity or style. Global revision occurs when a piece of text is more fully developed and writers can consider overarching issues, including organization, development, focus, and consistency of voice. Global revision may involve moving, eliminating, or adding sections of text, potentially leading writers to revisit aspects of planning and drafting.

Objectives

- W4.1** Student evaluates drafted text for development, organization, and focus.
- W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices.

Objective W4.1

Student evaluates drafted text for development, organization, and focus.

Student evaluates his or her draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.

Creative and Reflective

Performance Expectation Category	Level 1	Level 2
W4.1 Evaluates the draft for clarity of focus, progression of ideas, development, organization, and appropriateness of conclusion in order to identify areas requiring further invention and research.	W4.1-1.1CR Uses provided strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether the writing is creative and reflective, whether the ideas are developed and clear, whether the organization is clear, and whether the conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.2CR Uses strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether the writing is creative and reflective, whether organization is clear and supports the overall purpose of the piece, and whether the conclusion is appropriate, in order to guide ongoing drafting.

Level 3	Level 4	Level 5	Level 6
W4.1-1.3CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft) to evaluate whether the writing is presented in a creative and reflective manner; whether controlling ideas are developed, clear, and supported by images, descriptive details, and examples; whether ideas and organizational patterns are clear and support the overall purpose of the piece; and whether the conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.4CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the writing is presented in a creative and reflective manner; whether the draft is sufficiently developed; whether controlling ideas are adequately developed, clear, and supported by images, descriptive details, and examples; whether ideas and organizational patterns are clear and support the overall purpose of the piece; and whether the conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.5CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the writing is creative and reflective; whether the progression of ideas is focused, smooth, and coherent; whether ideas are adequately developed (i.e., sufficient use of details, examples, images, and descriptions); whether organizational patterns are clear and sufficiently developed; and whether the conclusion is appropriate, in order to guide ongoing drafting.	W4.1-1.6CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the writing is creative and reflective; whether the progression of ideas is focused, smooth, and coherent; whether ideas are adequately developed (i.e., sufficient use of details, examples, images, and descriptions); whether organizational patterns are clear and sufficiently developed; and whether the conclusion is appropriate and compelling for the intended audience, in order to guide ongoing drafting.

Objective W4.2

Student evaluates drafted text to determine the effectiveness of stylistic choices.

After composing, student evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.

Creative and Reflective

Performance Expectation Category	Level 1	Level 2
W4.2 Evaluates stylistic choices—dialect, tone, voice, and diction; detail, figurative language, word choice; sentence and paragraph organization and structure—with an awareness of purpose and audience.	W4.2-1.1CR Uses a variety of strategies (e.g., reading the draft aloud, asking a peer for feedback) to determine whether the writing is clear and reflective; whether vocabulary is precise and verbs are active; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied and pronoun references are clear; whether topic sentences are clear, transitions within and between paragraphs are well signaled, and selected organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.	W4.2-1.2CR Uses a variety of strategies (e.g., reading the draft aloud, asking a peer or group for feedback, using a provided rubric) to determine whether the writing is clear and reflective; whether vocabulary is precise, verbs are active, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.

Level 3	Level 4	Level 5	Level 6
<p>W4.2-1.3CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map) to evaluate whether the writing is clear and reflective; whether vocabulary is precise, verbs are compelling, and figurative language is used effectively; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.4CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the writing is clear and reflective; whether vocabulary is precise, verb use is compelling, figurative language is effective, and voice is credible; whether actors, actions, objects, and indirect objects are clearly established; whether language avoids negative labels, stereotypes, or characterizations that exclude; whether sentence structures are varied in type, length, and complexity; whether pronoun references are clear; whether topic sentences, transitions within and between paragraphs, and overall organizational patterns are clear, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.5CR Uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft; reading the draft from the perspective of the intended audience) to evaluate whether the writing is clear and reflective; whether vocabulary is precise, verbs are compelling, and figurative language is varied and effective; whether language is inoffensive and inclusive; whether voice is distinctive and tone and mood are appropriate; whether actors, actions, objects, and indirect objects are clearly established; whether sentence structures are varied and use of active and passive voice is appropriate; and whether the focus of paragraphs is clear, transitions among ideas within and between paragraphs are well marked, and organizational patterns are clear and well signaled, in order to achieve his or her purposes for writing to the intended audience.</p>	<p>W4.2-1.6CR Strategically uses a variety of strategies (e.g., reading the draft aloud; seeking feedback from a reviewer; using a rubric, outline, or organizational map to track and check the development of the draft and discuss it with others; reading the draft from the perspective of the intended audience) to evaluate the text with the internalized sense of an outside reader to ensure that the language is inoffensive and inclusive; that the writing is clear and reflective; that vocabulary has been used in sophisticated ways to convey nuances of meaning, that verbs are compelling, and that figurative language is effective; that actors, actions, objects, and indirect objects are clearly established; that sentence structure is varied to support interest and emphasis; that the focus and transitions are clear; and that the organization, tone, and voice effectively communicate ideas, perspectives, insights, and credibility, in order to achieve his or her purposes for writing to the intended audience.</p>

Writing Standards

Standard 5

Editing to Present Technically Sound Texts

Students understand and employ rules of grammar, usage, and mechanics (e.g., spelling, capitalization, punctuation) in increasingly sophisticated ways and in relation to the demands of various audiences, purposes, and genres. Students apply citation rules from specified manuals to correctly cite sources. Students prepare final drafts for presentation or publication.

Not every text needs to be edited for mechanics and usage. For some genres of writing and in certain contexts, writers decide to use language in idiosyncratic ways to achieve specific effects. For example, to achieve a particular style, a writer may choose to use a series of fragments for emphasis, non-standard usage or dialect for authenticity of voice, or variations in spelling, capitalization, and punctuation to make a point. As writers develop skill, they come to understand that all aspects of writing reflect deliberate choices made by an author.

Objectives

- W5.1** Student edits for conventions of standard written English and usage.
- W5.2** Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.
- W5.3** Student edits for accuracy of citation and proper use of publishing guidelines.
- W5.4** Student prepares text for presentation/publication.

Objective W5.1

Student edits for conventions of standard written English and usage.

Student edits for conventions of standard written English and usage.

Performance Expectation Category	Level 1	Level 2
W5.1 Edits for conventions of standard written English and usage.	W5.1-1.1 Corrects errors in grammatical conventions (e.g., complete sentences, independent and dependent clauses, conjunctions for subordination and coordination, subject-verb agreement, use of adjectives and adverbs) appropriate for the genre.	W5.1-1.2 Corrects errors in grammatical conventions (e.g., complete sentences, independent and dependent clauses, conjunctions for subordination and coordination, subject-verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, use of adjectives and adverbs) appropriate for the genre.

Level 3	Level 4	Level 5	Level 6
<p>W5.1-1.3 Corrects errors in grammatical conventions (e.g., complete sentences, parallel constructions, subordination and coordination, subject-verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of modifying phrases including prepositional phrases and participles, use of adjectives and adverbs) appropriate for the genre.</p>	<p>W5.1-1.4 Corrects errors in grammatical conventions (e.g., complete sentences; parallel constructions; subordination and coordination; compound and complex structures; subject-verb agreement; consistent verb tense; pronoun-antecedent relationship; noun and pronoun agreement; use of modifying phrases including prepositional phrases, participles, and gerunds; use of adjectives and adverbs) appropriate for the genre.</p>	<p>W5.1-1.5 Corrects errors in grammatical conventions (e.g., complete sentences; parallel constructions; subordination and coordination; compound and complex structures; subject-verb agreement; appropriate verb tense; pronoun-antecedent relationship; noun and pronoun agreement; use of modifying phrases including prepositional phrases, participles, gerunds, and infinitives; use of adjectives and adverbs) appropriate for the genre.</p>	<p>W5.1-1.6 Corrects errors in grammatical conventions (e.g., complete sentences; parallel constructions; subordination and coordination; compound and complex structures; subject-verb agreement; appropriate verb tense; pronoun-antecedent relationship; noun and pronoun agreement; use of modifying phrases including prepositional phrases, participles, gerunds, and infinitives; use of adjectives and adverbs) appropriate for the genre, relying primarily on internalized techniques and skills.</p>

Objective W5.2

Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.

Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.

Performance Expectation Category	Level 1	Level 2
W5.2 Employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.	W5.2-1.1 Employs specified proofreading strategies and consults resources (e.g., spellchecks, personal spelling lists, and dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	W5.2-1.2 Employs specified proofreading strategies and consults resources (e.g., handbooks, spell-checks, personal spelling lists, and dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.

Level 3	Level 4	Level 5	Level 6
W5.2-1.3 Employs specified proofreading strategies and consults resources (e.g., handbooks, spell-checks, personal spelling lists, and dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	W5.2-1.4 Employs proofreading strategies and consults resources (e.g., handbooks and style manuals, spell-checks, personal spelling lists, dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	W5.2-1.5 Employs proofreading strategies and consults resources (e.g., handbooks and style manuals, spell-checks, personal spelling lists, dictionaries, thesauruses, style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	W5.2-1.6 Strategically employs internalized proofreading strategies and consults resources (e.g., handbooks and style manuals, spell-checks, personal spelling lists, dictionaries, thesauruses, style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.

Objective W5.3

Student edits
for accuracy of
citation and proper
use of publishing
guidelines.

Student uses a specified format for in-text citation of source materials and for bibliographies and lists of works cited, checking against original source for accuracy.

Performance Expectation Category	Level 1	Level 2
W5.3 Uses a specified format for in-text citation of source materials and for bibliographies and lists of works cited, checking against original source for accuracy.	W5.3-1.1 Uses a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited, checking against original source for accuracy.	W5.3-1.2 Uses a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited, checking against original source for accuracy.

Level 3	Level 4	Level 5	Level 6
W5.3-1.3 Uses a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited, checking against original source for accuracy.	W5.3-1.4 Uses specified publication manuals (e.g., <i>MLA Handbook for Writers of Research Papers</i> , <i>The Chicago Manual of Style</i> , <i>The Associated Press Stylebook</i>) to guide the incorporation and citation of source materials and to prepare bibliographies and lists of works cited, checking against original source for accuracy.	W5.3-1.5 Uses appropriate publication manuals (e.g., <i>MLA Handbook for Writers of Research Papers</i> , <i>The Chicago Manual of Style</i> , <i>The Publication Manual of the American Psychological Association</i> , <i>The Associated Press Stylebook</i>) to guide the incorporation and citation of source materials and to prepare bibliographies and lists of works cited, checking against original source for accuracy.	W5.3-1.6 Uses appropriate publication manuals (e.g., <i>MLA Handbook for Writers of Research Papers</i> , <i>The Chicago Manual of Style</i> , <i>The Publication Manual of the American Psychological Association</i> , <i>The Associated Press Stylebook</i>) to guide the incorporation and citation of source materials and to prepare bibliographies and lists of works cited, checking against original source for accuracy.

Objective W5.4

Student prepares text for presentation/publication.

Student prepares a clean final draft, formatted and illustrated appropriately for the genre.

Performance Expectation Category	Level 1	Level 2
W5.4 Prepares clean final draft, formatted and illustrated appropriately for the genre.	W5.4-1.1 Prepares clean final draft (e.g., handwritten or word processed, double-spaced), formatted appropriately for the genre.	W5.4-1.2 Prepares clean final draft (e.g., handwritten or word processed, double-spaced), formatted appropriately for the genre.

Level 3	Level 4	Level 5	Level 6
W5.4-1.3 Prepares clean final draft (e.g., handwritten or word processed, double-spaced), formatted and illustrated (e.g., graphs, charts, tables) appropriately for the genre.	W5.4-1.4 Prepares clean final draft (e.g., double-spaced, word processed), demonstrating care in layout, format, and illustration (e.g., graphs, charts, tables, maps, photographs) appropriate for the genre.	W5.4-1.5 Prepares clean final draft, demonstrating care in layout, format, and illustration (e.g., graphs, charts, tables, maps, photographs), appropriate for the genre.	W5.4-1.6 Independently prepares final draft, demonstrating care in layout, format, and illustration (e.g., graphs, charts, tables, maps, photographs), appropriate for the genre.

Introduction to Communication

Communication focuses on how people use messages to generate meaning within and across various contexts, cultures, channels, and media. In communication, people are senders and receivers of messages at the same time. According to this *transactional* model, we view communication as sharing meaning and assume that communication flows both ways simultaneously—from sender to receiver and receiver to sender. Even when listeners are focusing on listening carefully to receive a message, they are sending nonverbal messages to the speaker through eye contact, hand gestures, and vocal cues. When audience members perceive a message in the media—on television or in a magazine, for instance—they complete the transaction by changing the television station or making a purchasing decision, actions that are interpreted by producers of media messages as responses to the communication. A transactional model thus captures the nature of communication as the development and construction of shared meaning.

Contexts of Communication

Communicators interact in many different situations or contexts. Communication contexts can be described in terms of both context type and contextual factors.

A *context type* refers to the number of communicators involved, the direction of communication among them, and how near or far the communicators are from one another. The most common context types are interpersonal, small group, public speaking, and mediated communication.

- *Interpersonal communication* involves a few participants communicating in personal, professional, and social relationships. Students talking with a friend or working with a classmate are examples of interpersonal contexts.
- *Small group communication* is one-to-several and involves a larger number of people—about three to twelve—communicating in a more formal, often task-related situation. Students working on a project or in a study group are communicating in a small group context.
- *Public speaking* is one-to-many, a single person or sometimes a group of people presenting a message or speech to a larger number of people. Giving a speech in class or at a meeting is an example of communicating in a public context.
- *Mediated communication* may involve any number of communicators, but the message travels from one communicator to the others through an intermediary channel. Common channels include television, newspapers, and the Internet.

When communicating in any of these four contexts, the basic components of sender, message, channel, receiver, and noise are always present.

Contextual factors affect the production, delivery, and interpretation of a message. Important contextual factors include culture, time, physical situation, and function or purpose for communicating.

Functions of Communication

In any of the four contexts—interpersonal, group, public speaking, or mediated communication—people communicate for different purposes or functions. There are several basic functions that characterize oral communication.

- *Communicating to inform* has the purpose of sharing something new, or presenting a new perspective and moving listeners to greater insight. Someone giving directions, a student giving a demonstration speech, and teachers presenting a lesson all have the purpose of promoting understanding on the part of the listeners.
- *Communicating to persuade* has the purpose of influencing the audience's attitudes, beliefs, values, or behaviors. Friends deciding what movie to see, motivational speakers, religious leaders, and salespeople all have the purpose of persuading others to change in some way.

- *Communicating to relate* has the purpose of establishing or enhancing the speaker's connection with one or more other people. Someone talking with a friend or establishing a working relationship with a classmate has a purpose of communicating to relate.
- *Communicating to entertain* has the purpose of amusing the listeners. This function may also include using humor or storytelling in an interpersonal setting or public speech.

A speaker is often motivated by more than one of these purposes at the same time.

Speaking, Listening, and Media Literacy

Speaking, listening, and media literacy are three critical areas of communication relevant to K–12 students.

- *Speaking* is the uniquely human process of sharing and exchanging information, ideas, and emotions using verbal and nonverbal symbols. Whether in daily informal interactions or in more-formal settings, communicators are required to organize coherent messages, present them clearly, and adapt to their listeners.

- *Listening* is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Communicators call on different listening skills depending on whether their goal is to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance.
- *Media literacy* is the critical consumption of mass communication. The term *critical* here means more than criticizing the messages of the mass media. It refers to critical thinking, which involves the ability to access, analyze, evaluate, and create media in a variety of forms (Aspen Media Literacy Leadership Institute, 1992).

Speaking Standards

Speaking is widely recognized as essential to personal, professional, and academic success. The power of speech has been emphasized since the early Greek and Roman rhetoricians. The ability to speak and communicate effectively is often listed by employers as a requirement for high-growth, high-performance jobs.

Students' ability to speak effectively is critical to their success in college. Effective one-to-one communication is crucial for the success of collaborative learning (e.g., think-pair-share), studying with partners, and working with faculty and staff (e.g., librarians, advisers, financial aid officers, and health professionals). Group discussion skills are used both inside and outside the classroom, including participating in and leading group projects and organization meetings. Public speaking occurs in multiple settings, including in-class reports, oral presentations of papers and research, and the performance of literature.

Understanding the transactional nature of communication supports the improvement of speaking skills. Speakers plan and present by focusing on their purpose, message, audience, context, and feedback. The following standards focus on cognitive, affective, and behavioral strategies for creating and sharing effective messages and presentations.

Speaking Standards

Standard 1

Understanding the Communication Process

Speaking Standard 1 is identical to Listening Standard 1

Students understand that communication is a transactional process that includes the components of speaker, listener, message*, channel, feedback, and noise. This process is labeled transactional because the communicators play the role of speaker and listener simultaneously. Internal variables within the speaker and listener and contextual variables affect the nature and success of the communication.

Objective

S1.1 Student understands the transactional nature of the communication process.

*Underlined words and phrases are defined in the Glossary.

Objective S1.1**Student understands the transactional nature of the communication process.**

Student understands that communication is a transactional process that includes the components of speaker, listener, message, channel, feedback, and noise. Student understands that this process is transactional because the communicators play the role of speaker and listener simultaneously. Student understands how internal variables within the speaker and listener and contextual variables affect the nature and success of the communication.

Performance Expectation Category	Level 1	Level 2
S1.1.1 Understands the transactional nature and components of the communication process, including speaker, listener, message, channel, feedback, and noise.	S1.1-1.1 Understands and can identify the components of the communication process, including speaker, listener, message, channel, feedback, and noise.	S1.1-1.2 Understands the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages.
S1.1.2 Understands how speaker's and listener's internal variables affect communication.	S1.1-2.1 Identifies internal variables that affect communication, such as the speaker's and listener's background knowledge and experience.	S1.1-2.2 Identifies internal variables that affect communication, such as the speaker's and listener's background knowledge and experience, opinions, values, and beliefs.
S1.1.3 Understands how contextual variables affect communication.	S1.1-3.1 Identifies contextual variables that affect communication, such as time, place, relationships among speakers and listeners, and <u>goals</u> for communicating.	S1.1-3.2 Identifies contextual variables that affect communication, such as time, place, relationships among speakers and listeners, prior communication, and <u>purposes</u> and goals for communicating.

Level 3	Level 4	Level 5	Level 6
S1.1-1.3 Explains the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages.	S1.1-1.4 Explains and illustrates the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages.	S1.1-1.5 Uses a model of the <u>transactional communication</u> process to analyze the components of a communication event.	S1.1-1.6 Uses a model of the transactional communication process to analyze the components of a communication event and critiques the communication's effectiveness in achieving intended goals.
S1.1-2.3 Explains how internal variables, such as speaker's and listener's background knowledge, experiences, opinions, values, beliefs, needs, and emotional state, can affect communication.	S1.1-2.4 Explains and illustrates how internal variables, such as speaker's and listener's background knowledge, experiences, opinions, values, beliefs, needs, and emotional state, can affect communication.	S1.1-2.5 Analyzes the internal variables that affect a communication event, such as the speaker's and listener's background knowledge, experiences, culture, opinions, values, beliefs, emotional state, and familiarity with the language.	S1.1-2.6 Analyzes the internal variables that affect a communication event, such as the speaker's and listener's background knowledge, experiences, culture, opinions, values, beliefs, emotional state, and familiarity with the language, and critiques the communication in light of intended goals.
S1.1-3.3 Explains how contextual variables, such as time, place, relationships among speakers and listeners, prior communication, and purposes and goals for communicating can affect communication.	S1.1-3.4 Explains and illustrates how contextual variables, such as time, place, relationships among speakers and listeners, prior communication, and purposes and goals for communicating can affect communication.	S1.1-3.5 Analyzes the contextual variables that affect a communication event, such as time, place, roles and relationships among speakers and listeners, prior communication, purposes and goals for communicating, and communication conventions specific to the <u>context</u> .	S1.1-3.6 Analyzes the contextual variables that affect a communication event, such as time, place, roles and relationships among speakers and listeners, prior communication, purposes and goals for communicating, and communication conventions specific to the context, and critiques the communication's effectiveness in achieving intended goals.

Speaking Standards

Standard 2

Speaking in Interpersonal Contexts

Students understand that interpersonal communication occurs in two contexts: one-to-one situations and group discussion. In both situations, speakers determine their purpose for speaking and consider their audience and context. In one-to-one situations, students frame and deliver messages that take into consideration their purpose; their own and the listener's knowledge, beliefs, feelings, and experiences; the relationship between speaker and listener; their previous communication; and the communication context. In groups, students frame and deliver messages that take into account their own and other group members' knowledge, beliefs, and experiences; their roles and relationships; and the group's purpose, goals, and norms.

Objectives

S2.1 Student communicates in one-to-one contexts.

S2.2 Student plans for and participates in group discussion.

Objective S2.1

Student communicates in one-to-one contexts.

In one-to-one situations, student frames and delivers messages that take into consideration his or her purpose; the prior knowledge, beliefs, feelings, and experiences of both speaker and listener; the relationship between speaker and listener; their previous communication; and the communication context.

Performance Expectation Category	Level 1	Level 2
S2.1.1 Frames and delivers messages that take into account his or her own relevant prior knowledge, experiences, interests, opinions, values, beliefs, emotional state, purpose, and relationship to the listener.	S2.1-1.1 Recognizes personal knowledge and feelings about a topic while communicating in a one-to-one context (e.g., teacher-student, student-student).	S2.1-1.2 Reviews personal knowledge, opinions, beliefs, and feelings about a topic while communicating in a one-to-one context (e.g., teacher-student, student-student).
S2.1.2 Frames and delivers messages that take into account the listener's relevant prior knowledge, experiences, culture, interests, values, beliefs, emotional state, purpose, and relationship to speaker.	S2.1-2.1 Recognizes the listener's knowledge and feelings about a topic while communicating in a one-to-one context (e.g., teacher-student, student-student).	S2.1-2.2 Reviews the listener's knowledge, opinions, beliefs, and feelings about a topic while communicating in a one-to-one context (e.g., teacher-student, student-student).
S2.1.3 Frames and delivers messages that take into account the communication context, including time, place, roles and relationships, previous communication, purpose and goals, and appropriate social conventions.	S2.1-3.1 Considers the context of the one-to-one communication, such as time and place and relationship to the listener, when constructing messages.	S2.1-3.2 Considers the context of the one-to-one communication, such as time and place, relationship to the listener, and goals for communicating, when constructing messages.
S2.1.4 Frames and delivers messages that use the rhetorical appeals to logic, emotion, and credibility appropriate to the communication context.	S2.1-4.1 Uses strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully) to achieve purpose and goals (e.g., clarify ideas, change listener's mind, build relationship) in a one-to-one context.	S2.1-4.2 Uses strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages, and making emotional appeals (e.g., fear, affection, safety) to achieve purpose and goals (e.g., clarify ideas, change listener's mind, build relationship) in a one-to-one context.

Level 3	Level 4	Level 5	Level 6
S2.1-1.3 Reviews personal knowledge, opinions, beliefs, and feelings about a topic while communicating in a one-to-one context (e.g., teacher-student, student-student) to achieve communication goals (e.g., creating understanding, building relationships, managing conflicts, solving problems).	S2.1-1.4 Monitors personal knowledge, opinions, beliefs, and feelings about a topic while communicating in a one-to-one context to achieve communication goals (e.g., creating understanding, building relationships, managing conflicts, solving problems).	S2.1-1.5 Analyzes internal variables that affect the communication, including his or her prior knowledge, experiences, interests, values, beliefs, needs, and emotional state, while communicating in a one-to-one context (e.g., teacher-student, student-student) to achieve communication goals (e.g., creating understanding, building relationships, managing conflicts, solving problems).	S2.1-1.6 Analyzes internal variables that affect one-to-one communication (e.g., teacher-student, student-student), including his or her prior knowledge, experiences, interests, values, beliefs, needs, and emotional state, and makes ongoing communication choices (e.g., language, tone of voice) to achieve communication goals (e.g., creating understanding, building relationships, managing conflicts, solving problems) while communicating one-to-one.
S2.1-2.3 Reviews the listener's knowledge, opinions, beliefs, and feelings about a topic while communicating in a one-to-one context (e.g., teacher-student, student-student) to achieve communication goals (e.g., creating understanding, building relationships, managing conflicts, solving problems).	S2.1-2.4 Monitors the listener and draws conclusions about what the listener knows, believes, and feels about a topic to enhance one-to-one communication.	S2.1-2.5 Analyzes the listener's internal variables that affect the communication, including the listener's prior knowledge, experiences, culture, interests, values, beliefs, needs, and emotional state, to enhance a one-to-one communication.	S2.1-2.6 Elicits feedback and analyzes the listener's internal variables that affect the one-to-one communication, including the listener's prior knowledge, experiences, culture, interests, values, beliefs, needs, and emotional state, to make ongoing communication choices that enhance communication effectiveness.
S2.1-3.3 Draws conclusions about the context of the one-to-one communication, such as time and place, relationship to the listener, and goals for communicating, in order to construct messages.	S2.1-3.4 Monitors changes in the context of the one-to-one communication, such as time and place, relationship to the listener, and goals for communicating, in order to adapt messages.	S2.1-3.5 Analyzes contextual variables that affect the one-to-one communication, including time and place, roles and relationship to the listener, previous communication, social conventions, and his or her goals, in order to adapt messages.	S2.1-3.6 Analyzes contextual variables that affect the one-to-one communication, including time and place, speaker's role (e.g., advice-giver, discipliner, supporter) and relationship to the listener, previous communication, social conventions, and goals for conversing, and makes ongoing communication choices that enhance communication effectiveness.
S2.1-4.3 Uses strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking ethically), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to achieve purpose and goals (e.g., clarify ideas, change listener's mind, build relationship) in a one-to-one context.	S2.1-4.4 Monitors purposes and goals (e.g., clarify ideas, change listener's mind, build relationship) and selects appropriate strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies) and emotional appeals (e.g., fear, affection, safety) to enhance communication in a one-to-one context.	S2.1-4.5 Analyzes purposes and goals (e.g., clarify ideas, change listener's mind, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a one-to-one context.	S2.1-4.6 Analyzes and refines purposes and goals (e.g., clarify ideas, change listener's mind, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a one-to-one context. Critiques effectiveness in achieving intended goals.

Objective S2.2**Student plans for and participates in group discussion.**

Student frames and delivers messages that take into account his or her own prior knowledge, beliefs, and experiences, as well as those of the other group members; roles and relationships within the group; and the group's purpose, goals, and norms.

Performance Expectation Category	Level 1	Level 2
S2.2.1 Frames and delivers messages that take into account one's own relevant purpose, interests, prior knowledge and experience, values, beliefs, emotional state, and relationship to the group members.	S2.2-1.1 Understands that personal knowledge and feelings about a topic and group members affect communication in a group context, and considers these when planning for and participating in a group discussion.	S2.2-1.2 Considers prior knowledge, opinions, beliefs, and feelings about a topic and group members while planning for and participating in a group discussion.
S2.2.2 Frames and delivers messages that take into account the relevant group values, beliefs, prior knowledge and experience, previous communication, and emotional states of the group members.	S2.2-2.1 Recognizes how group members' knowledge and feelings about a topic and the group affect communication in a group context.	S2.2-2.2 Recognizes how group members' knowledge, opinions, beliefs, and feelings about a topic and the group affect communication in a group context.
S2.2.3 Uses planning and participation strategies that take into account the group communication context, including group purpose and goals, member roles and relationships, group norms and participation conventions, and setting.	S2.2-3.1 Understands the role of context, including type of group (e.g., panel discussion, task group, learning group), its purposes and goals, roles and relationships within the group, and setting, while planning for and participating in a group discussion.	S2.2-3.2 Explains and illustrates the role of context, including type of group (e.g., panel discussion, task group, learning group), its purposes and goals, roles and relationships within the group, and setting, while planning for and participating in a group discussion.
S2.2.4 Frames and delivers messages that draw on the rhetorical appeals to logic, emotion, and credibility appropriate to the group communication context.	S2.2-4.1 Uses strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully) to enhance communication in a group context.	S2.2-4.2 Uses strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages, and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context.

Level 3	Level 4	Level 5	Level 6
S2.2-1.3 Reviews personal knowledge, opinions, beliefs, and feelings about a topic and group members and considers how these affect his or her role in the group discussion (e.g., leader, information-giver, motivator).	S2.2-1.4 Monitors knowledge, opinions, beliefs, and feelings about a topic and group members to manage his or her role in the group discussion (e.g., leader, information-giver, motivator).	S2.2-1.5 Analyzes internal variables, such as prior knowledge, experiences, interests, opinions, values, beliefs, needs, feelings, and personal emotional state, to manage his or her role in the group discussion (e.g., leader, information-giver, motivator) and achieve group goals.	S2.2-1.6 Analyzes internal variables, such as prior knowledge, experiences, interests, opinions, values, beliefs, needs, feelings, and personal emotional state, to plan, participate in, reflect on, evaluate, and modify group discussion processes to achieve group goals.
S2.2-2.3 Draws conclusions about what other group members know, believe, and feel about a topic and uses these conclusions to frame messages and achieve group goals.	S2.2-2.4 Monitors others' communication and draws conclusions about what others know, believe, and feel about a topic while participating in a group discussion. Uses these conclusions to frame and adapt messages and achieve group goals.	S2.2-2.5 Analyzes others' internal variables that affect the discussion, including their prior knowledge, experiences, culture, interests, values, beliefs, needs, and emotional state, while participating in a group discussion. Uses this analysis to frame and adapt messages, build group cohesion, and achieve group goals.	S2.2-2.6 Elicits feedback and analyzes others' internal variables that affect the discussion, including the others' knowledge, experiences, culture, interests, values, beliefs, needs, and emotional state, to make ongoing communication choices that enhance group effectiveness. Uses this feedback and analysis to frame and adapt messages, build group cohesion, and achieve group goals.
S2.2-3.3 Draws conclusions about the context of the group discussion, including type of group (e.g., panel discussion, task group, learning group), its purposes and goals, roles and relationships within the group, and setting, while planning for and participating in a group discussion.	S2.2-3.4 Monitors changes in the context of the group discussion, such as its purposes and goals, progress toward those goals, roles and relationships within the group, and setting, while planning for and participating in a group discussion.	S2.2-3.5 Analyzes contextual variables, such as the type of group, its purposes and goals, progress toward those goals, roles and relationships within the group, group norms and discussion conventions, previous communication, and setting. Uses discussion strategies (e.g., agenda setting, responding to questions, building consensus, checking for understanding, encouraging participation) to achieve group goals.	S2.2-3.6 Analyzes contextual variables, such as the type of group, its purposes and goals, progress toward those goals, roles and relationships within the group, group norms and discussion conventions, previous communication, and setting. Monitors and adjusts use of discussion strategies (e.g., agenda setting, responding to questions, building consensus, checking for understanding, encouraging participation) to achieve group goals.
S2.2-4.3 Identifies personal and group purposes and goals and uses strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages, and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context.	S2.2-4.4 Monitors personal and group purposes and goals and selects appropriate strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context.	S2.2-4.5 Analyzes personal and group purposes and goals (e.g., clarify ideas, change group members' opinions, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context.	S2.2-4.6 Analyzes and refines personal and group purposes and goals (e.g., clarify ideas, change group members' opinions, build relationships) and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) to enhance communication in a group context. Critiques effectiveness in achieving intended goals.

Speaking Standards

Standard 3

Preparing and Delivering Presentations

When preparing and presenting a speech or literary selection, speakers determine their purpose and consider the interests, knowledge, attitudes, and beliefs of their audience. Having analyzed the rhetorical context, students activate prior knowledge and gather information to explore a topic or theme and to guide the development of their speech or performance. Speakers generate content using primary and secondary sources, select organizational patterns and structures, and choose precise vocabulary and rhetorical devices. As they plan their presentations, students make decisions about how to establish their credibility and appeal to their audience.

Students rehearse alone and in front of others to gain fluency, build confidence, and develop poise. They revise presentations based on feedback. They use strategies to manage communication anxiety both before and during presentations. Students use their body, voice, and presentational aids to enhance effectiveness. In order to maintain connection with the audience, speakers monitor audience feedback to check for engagement, understanding, and agreement and adapt delivery and content to achieve speaking goals.

Objectives

- S3.1** Student analyzes purpose, audience, and context when planning a presentation or performance.
- S3.2** Student gathers and organizes content to achieve purposes for a presentation or performance.
- S3.3** Student rehearses and revises.
- S3.4** Student presents, monitors audience engagement, and adapts delivery

Objective S3.1**Student analyzes purpose, audience, and context when planning a presentation or performance.**

Student analyzes purpose, audience, and context in order to select a preliminary topic or literary selection and develop a thesis or literary theme. Student makes language choices and considers rhetorical appeals in planning a presentation or performance.

Performance Expectation Category	Level 1	Level 2
S3.1.1 Considers purpose, context, and characteristics of the audience, and uses these to choose topic or literary selection, develop a thesis or literary theme, determine language choices, and plan the presentation or performance.	S3.1-1.1 Understands that audience, context (e.g., time limit and setting), and purpose (e.g., to inform, to persuade, to entertain) affect the selection of a topic or literary passage and development of a thesis or literary theme, and considers these elements when planning a presentation or performance.	S3.1-1.2 Explains and illustrates how audience, context (e.g., time limit and setting), and purpose (e.g., to inform, to persuade, to entertain) affect the selection of a topic or literary passage and development of a thesis or literary theme, and considers these elements when planning a presentation or performance.
S3.1.2 Considers strategies for developing credibility, creating logical messages, and making emotional appeals when developing a presentation.	S3.1-2.1 Understands ways in which credibility and logical and emotional appeals affect the achievement of purpose and goals (e.g., clarify ideas, change audience opinions, build relationships), and considers these when developing a presentation.	S3.1-2.2 Explains and illustrates how credibility and logical and emotional appeals affect the achievement of purpose and goals (e.g., clarify ideas, change audience opinions, build relationships), and considers these when developing a presentation.

Level 3	Level 4	Level 5	Level 6
S3.1-1.3 Considers purpose, context (e.g., time limit and setting), and characteristics of the audience (e.g., general common knowledge, common shared experiences, interests, age, gender), and uses these to guide the selection of the topic or literary passage, development of a thesis or literary theme, language choices, and the planning of the presentation or performance.	S3.1-1.4 Considers purpose and context (e.g., time limit and setting), investigates characteristics of the audience, and uses these to guide the selection of the topic or literary passage, development of a thesis or literary theme, language choices, and the planning of the presentation or performance.	S3.1-1.5 Considers purpose and context (e.g., time limit and setting), researches and analyzes the characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender), and uses these to guide the selection of the topic or literary passage, development of a thesis or literary theme, language choices, and the planning of the presentation or performance.	S3.1-1.6 Considers purpose and context (e.g., time limit and setting), researches and analyzes characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender), uses these to select and adapt the topic or literary passage to the audience, develop a thesis or literary theme, guide language choices, and plan the presentation or performance.
S3.1-2.3 Considers strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages, and making emotional appeals (e.g., fear, affection, safety) when developing a presentation.	S3.1-2.4 Selects strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) when developing a presentation.	S3.1-2.5 Evaluates and selects appropriate strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) in light of purpose, audience, and context.	S3.1-2.6 Evaluates and adapts strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, speaking truthfully), creating logical messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), and making emotional appeals (e.g., fear, affection, safety) in light of purpose, audience, and context.

Objective S3.2

Student gathers and organizes content to achieve purposes for a presentation or performance.

Student generates content by activating prior knowledge and by using outside source materials. In addition, student selects organizational patterns and structures and chooses precise vocabulary and rhetorical devices. As he or she gathers and organizes content, student makes decisions about how to establish credibility and appeal to the audience.

Performance Expectation Category	Level 1	Level 2
S3.2.1 Identifies what he or she knows and needs to know about the topic or literary selection to determine the need for additional research.	S3.2-1.1 Identifies what he or she knows about the topic or literary passage and considers this when developing a presentation.	S3.2-1.2 Identifies what he or she knows about the topic or literary passage and considers this when developing a presentation.
S3.2.2 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge.	S3.2-2.1 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge (e.g., brainstorming relevant personal experiences; idea mapping; asking journalist's questions—who, what, when, where, why, and how).	S3.2-2.2 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas and examples; asking journalist's questions—who, what, when, where, why, and how).
S3.2.3 Gathers and analyzes information from primary and secondary sources, evaluates its relevance to the topic, its quality and credibility, and determines the need for further research.	S3.2-3.1 Identifies, locates, and uses primary and secondary sources to gather information about the topic, literary theme, working thesis, or question. Recognizes that some sources are more relevant than others.	S3.2-3.2 Identifies, locates, and uses primary and secondary sources to gather information about the topic, literary theme, working thesis, or question. Recognizes that some sources are more appropriate than others.
S3.2.4 Selects an organizational pattern, develops main ideas, an introduction, and a conclusion. Selects from among a variety of presentational aids/performance props and costumes to enhance ideas where and if appropriate.	S3.2-4.1 Selects an organizational pattern (e.g., topical, spatial, chronological, sequential, problem-solution, compare-and-contrast, cause-and-effect, claim-evidence), develops main and supporting ideas, and develops introduction and conclusion for a presentation. Selects presentational aids/performance props and costumes to enhance ideas where and if appropriate.	S3.2-4.2 Selects an organizational pattern (e.g., topical, spatial, chronological, sequential, problem-solution, compare-and-contrast, cause-and-effect, claim-evidence), develops main and supporting ideas, develops an introduction that engages audience attention, and develops a conclusion for a presentation. Selects presentational aids/performance props and costumes to enhance ideas where and if appropriate.
S3.2.5 Understands the difference between oral language and written language. Chooses precise vocabulary and rhetorical devices to establish credibility and to appeal to the audience.	S3.2-5.1 Recognizes the difference between formal and informal language and makes language choices appropriate for presentation or performance.	S3.2-5.2 Recognizes the difference between oral language (e.g., shorter sentences, use of repetition) and written language and makes language choices appropriate for presentation or performance.

Level 3	Level 4	Level 5	Level 6
S3.2-1.3 Identifies what he or she knows and needs to know about the topic or literary passage to determine the need for additional research on the topic or literary passage.	S3.2-1.4 Considers and organizes what he or she knows and needs to know about the topic or literary passage to determine the need for additional research on the topic.	S3.2-1.5 Analyzes various perspectives on the topic or literary passage and anticipates audience questions and expectations to determine the need for additional research on the topic or literary passage.	S3.2-1.6 Analyzes various perspectives on the topic or literary passage, anticipates audience questions and expectations, and identifies areas needing supporting evidence, to determine the need for additional research on the topic or literary passage.
S3.2-2.3 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; listing multiple points of view; and anticipating objections to his or her position).	S3.2-2.4 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; considering multiple points of view; and anticipating counterarguments).	S3.2-2.5 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; considering multiple points of view; anticipating counterarguments; and considering refutations).	S3.2-2.6 Uses a variety of strategies to guide the generation of personal content by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; analyzing multiple points of view; anticipating and refuting counterarguments; and analyzing strengths and weaknesses of his or her position).
S3.2-3.3 Gathers information from primary and secondary sources; evaluates its relevance to the topic, literary theme, working thesis, or question; evaluates the credibility and quality of sources; and determines the need for further research.	S3.2-3.4 Gathers information from primary and secondary sources; evaluates its relevance to the topic, literary theme, working thesis, or question; evaluates the credibility and quality of sources; sifts and selects useful content, making connections across sources and developing new insights; and determines the need for further research.	S3.2-3.5 Gathers and analyzes information from primary and secondary sources; evaluates its relevance to the topic, literary theme, working thesis, or question; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content, making connections across sources and developing new insights; and determines the need for further research.	S3.2-3.6 Gathers and synthesizes information from a variety of primary and secondary sources; evaluates its relevance to the topic, literary theme, working thesis, or question; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content, making connections across sources and developing new insights; and determines the need for further research.
S3.2-4.3 Selects an organizational pattern (e.g., topical, spatial, chronological, sequential, problem-solution, compare-and-contrast, cause-and-effect, claim-evidence); develops main ideas based on audience prior knowledge and interests; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas and restates thesis. Selects from among a variety of presentational aids/performance props and costumes to enhance ideas where and if appropriate.	S3.2-4.4 Selects an organizational pattern (e.g., topical, spatial, chronological, sequential, problem-solution, compare-and-contrast, cause-and-effect, claim-evidence); develops main ideas based on audience prior knowledge and interests; develops and makes connections among ideas; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, and leaves a strong impression on the audience. Selects from among a variety of presentational aids/performance props and costumes to enhance ideas and achieve greater audience response where and if appropriate.	S3.2-4.5 Selects an organizational pattern (e.g., topical, spatial, chronological, sequential, problem-solution, compare-and-contrast, cause-and-effect, claim-evidence); develops main ideas based on audience prior knowledge and interests; uses clear transitions to make connections among ideas; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, and leaves a strong impression on the audience. Selects from among a variety of presentational aids/performance props and costumes to enhance ideas and achieve greater audience response where and if appropriate.	S3.2-4.6 Selects an organizational pattern (e.g., topical, spatial, chronological, sequential, problem-solution, compare-and-contrast, cause-and-effect, claim-evidence); develops main ideas based on audience prior knowledge and interests; uses signposts and transitions to highlight important ideas and signal clear connections among ideas; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, and leaves a strong impression on the audience. Selects from among a variety of presentational aids/performance props and costumes to enhance ideas and achieve greater audience response where and if appropriate.
S3.2-5.3 Recognizes the difference between oral language (e.g., shorter sentences, use of repetition, well-signaled transitions, clear previews and summaries) and written language and makes language choices appropriate for presentation or performance.	S3.2-5.4 Recognizes the difference between oral language (e.g., shorter sentences, use of repetition, well-signaled transitions, clear previews and summaries) and written language. Makes language choices based on audience prior knowledge and interests and context.	S3.2-5.5 Recognizes the difference between oral language (e.g., shorter sentences, use of repetition, well-signaled transitions, clear previews and summaries) and written language. Chooses precise vocabulary and rhetorical devices (e.g., rhetorical questions, parallelism, coordination, subordination, repetition) to establish credibility and authority.	S3.2-5.6 Chooses precise vocabulary, compelling verbs, figurative language (e.g., metaphors, hyperbole, sensory images, personification) and rhetorical devices (e.g., rhetorical questions, parallelism, coordination, subordination, repetition) to establish credibility and authority, suggest an attitude toward subject matter, clarify ideas, and appeal to the audience's interests, values, beliefs, and emotions.

Objective S3.3**Student rehearses and revises.**

Student rehearses to gain fluency, build confidence, and develop poise; he or she revises presentation based on feedback. Student uses strategies to manage communication anxiety.

Performance Expectation Category	Level 1	Level 2
S3.3.1 Rehearses the presentation orally to gain fluency, build confidence, and develop poise. Uses feedback from others to revise the presentation.	S3.3-1.1 Rehearses the presentation orally to gain fluency and build confidence.	S3.3-1.2 Rehearses the presentation orally to gain fluency and build confidence and uses feedback from others to consider whether gestures and vocal variety (i.e., rate, pitch, volume, quality/tone) contribute to the effectiveness of the presentation, ideas and organization are clear, presentational aids are clear and appropriate, and introduction and conclusion are engaging. Uses that feedback to revise the presentation.
S3.3.2 Recognizes mental and physical symptoms of communication anxiety and uses strategies to manage that anxiety.	S3.3-2.1 Understands that presentation events often produce anxiety and uses strategies to manage that anxiety (e.g., preparation, deep breathing, relaxation techniques, visualizing the delivery, positive self-talk).	S3.3-2.2 Understands that presentation events often produce anxiety and uses strategies to manage that anxiety (e.g., preparation, deep breathing, relaxation techniques, visualizing the delivery, positive self-talk).

Level 3	Level 4	Level 5	Level 6
<p>S3.3-1.3 Rehearses the presentation orally to gain fluency and build confidence. Uses feedback from others to evaluate whether gestures, posture, eye contact, and vocal variety (i.e., rate, pitch, volume, quality/tone) are appropriate and natural and contribute to the effectiveness of the presentation; whether presentational aids are clear and appropriate; whether ideas and organization are clear and developed; whether ideas connect to audience prior knowledge and interests; whether introduction engages audience attention and previews presentation content; and whether conclusion summarizes main ideas and restates the thesis. Uses that feedback to revise the presentation.</p>	<p>S3.3-1.4 Rehearses the presentation orally to gain fluency, build confidence, and develop poise. Uses feedback from others to evaluate whether gestures, posture, movement, facial expression, eye contact, articulation, and vocal variety (i.e., rate, pitch, volume, quality/tone) are appropriate and natural and contribute to the effectiveness of the presentation; whether presentational aids are clear and appropriate; whether ideas and organization are clear and developed; whether ideas connect to audience prior knowledge and interests; whether introduction engages audience attention and previews presentation content; and whether conclusion summarizes main ideas, restates the thesis, and leaves a strong impression on the audience. Uses that feedback to revise the presentation.</p>	<p>S3.3-1.5 Rehearses the presentation orally to gain fluency, build confidence, and develop poise. Uses feedback from others to evaluate whether gestures, posture, movement, facial expression, eye contact, articulation, vocal pauses, and vocal variety (i.e., rate, pitch, volume, quality/tone) are appropriate and natural and contribute to the effectiveness of the presentation; whether presentational aids are clear and appropriate; whether the thesis claim is clear, organization and transitions among ideas are clear and well signaled; whether ideas connect to audience prior knowledge and interests; whether ideas, claims, and opinions are supported by evidence (i.e., reasons, examples, and facts); whether sources are credible; whether introduction engages audience attention and previews presentation content; whether conclusion summarizes main ideas, restates the thesis, and leaves a strong impression on the audience; and whether the presentation appeals to the audience and achieves its purpose and goals. Reviews and responds selectively to feedback to revise the presentation.</p>	<p>S3.3-1.6 Rehearses the presentation orally to gain fluency, build confidence, and develop poise. Uses feedback from others to evaluate whether gestures, facial expression, posture, movement, eye contact, vocal pauses, and vocal variety (i.e., rate, pitch, volume, quality/tone) are appropriate and natural, establish his or her credibility, and contribute to the effectiveness of the presentation; whether presentational aids are clear and appropriate; whether the thesis claim is clear; whether organization and transitions among ideas are clear and well signaled and highlight important ideas; whether ideas connect to audience prior knowledge and interests; whether ideas, claims, and opinions are supported by evidence (i.e., reasons, examples, and facts); whether sources are credible; whether introduction engages audience attention and previews presentation content; whether conclusion summarizes main ideas, restates the thesis, and leaves a strong impression on the audience; and whether the presentation appeals to the audience and achieves its purpose and goals. Reviews and responds selectively to feedback to revise the presentation.</p>
<p>S3.3-2.3 Recognizes symptoms of communication anxiety and uses strategies to manage that anxiety (e.g., preparation, rehearsal, breathing, relaxation techniques, visualizing the delivery, positive self-talk).</p>	<p>S3.3-2.4 Recognizes symptoms of communication anxiety and uses strategies to manage that anxiety (e.g., preparation, rehearsal, breathing, relaxation techniques, visualizing the delivery, positive self-talk).</p>	<p>S3.3-2.5 Anticipates and prepares for communication anxiety, recognizes specific symptoms signaling communication anxiety, and selects specific strategies to manage that anxiety (e.g., preparation, rehearsal, breathing, relaxation techniques, visualizing the delivery, positive self-talk).</p>	<p>S3.3-2.6 Anticipates and prepares for communication anxiety, recognizes specific symptoms signaling communication anxiety, and selects specific strategies to manage that anxiety (e.g., preparation, rehearsal, breathing, relaxation techniques, visualizing the delivery, positive self-talk).</p>

Objective S3.4

Student presents, monitors audience engagement, and adapts delivery.

Student uses body, voice, and presentational aids to enhance effectiveness. Student monitors audience engagement, understanding, and agreement and adapts delivery and content to audience feedback to achieve speaking goals.

Performance Expectation Category	Level 1	Level 2
S3.4.1 Understands that voice, body, and presentational aids/performance props and costumes (if used) together contribute to the effectiveness of the presentation and uses appropriate and natural gestures, facial expression, posture, movement, eye contact, clear articulation, and vocal variety when presenting.	S3.4-1.1 Understands that voice, body, and presentational aids/performance props and costumes (if used) together contribute to the effectiveness of the presentation; speaks clearly and uses gestures when presenting.	S3.4-1.2 Understands that voice, body, and presentational aids/performance props and costumes (if used) together contribute to the effectiveness of the presentation; uses a variety of gestures and vocal variety (i.e., rate, pitch, volume, quality/tone) when presenting.
S3.4.2 Monitors audience feedback; makes inferences about audience engagement, understanding, and agreement; and adjusts delivery and content to achieve purposes and goals.	S3.4-2.1 Looks at audience to determine whether the audience is listening and engaged.	S3.4-2.2 Recognizes whether the audience is listening, following the progression of ideas, and engaged.

Level 3	Level 4	Level 5	Level 6
S3.4-1.3 Uses appropriate and natural gestures, posture, eye contact, and vocal variety (i.e., rate, pitch, volume, quality/tone) when presenting.	S3.4-1.4 Uses appropriate and natural gestures, facial expression, posture, movement, eye contact, clear articulation, and vocal variety (i.e., rate, pitch, volume, quality/tone) when presenting.	S3.4-1.5 Uses appropriate and natural gestures, facial expression, posture, movement, eye contact, clear articulation, vocal variety (i.e., rate, pitch, volume, quality/tone), vocal pauses, and presentational aids/performance props and costumes where and if appropriate to achieve the purpose and goals of the presentation.	S3.4-1.6 Uses appropriate and natural gestures, facial expression, posture, movement, eye contact, clear articulation, vocal variety (i.e., rate, pitch, volume, quality/tone), vocal pauses, and presentational aids/performance props and costumes where and if appropriate to establish his or her credibility and contribute to the effectiveness of the presentation.
S3.4-2.3 Identifies specific signals from the audience to evaluate whether the audience is listening, following the progression of ideas, and engaged.	S3.4-2.4 Identifies specific signals from the audience to evaluate whether the audience is listening, following the progression of ideas, and engaged, and adjusts delivery to maintain audience engagement.	S3.4-2.5 Monitors audience feedback; makes inferences about audience engagement, understanding, and agreement; and adjusts delivery and content to achieve purposes and goals.	S3.4-2.6 Monitors audience feedback; makes inferences about audience engagement, understanding, and agreement; and adjusts delivery and content to achieve purposes and goals. Subsequently reflects on presentation and feedback to determine effectiveness and what changes to make in a future presentation.

Listening Standards

Listening is widely recognized as the first-learned, most-used, and least-taught language art. Research indicates that communicators spend more communication time listening than reading, writing, or speaking. Reading experts recognize that listening is a key prerequisite to learning to read. Listening is a skill used frequently in college, where students listen to lectures, work in small groups, and collaborate with classroom partners.

A better understanding of the communication process supports improvement in listening skills. Listening is a challenging behavior, requiring the management of multiple barriers*, both mental and physical. It is also purposeful, demanding different understandings and skills for different purposes. Active listeners monitor their understanding and repair information that they have incorrectly processed. The following standards focus on mindful listening and the application of higher-order thinking skills to understand, evaluate, enjoy, and/or respond to an oral message.

*Underlined words and phrases are defined in the Glossary.

Listening Standards

Standard 1

Understanding the Communication Process

Listening Standard 1 is identical to Speaking Standard 1

Students understand that communication is a transactional process that includes the components of speaker, listener, message, channel, feedback, and noise. This process is labeled transactional because the communicators play the role of speaker and listener simultaneously. Internal variables within the speaker and listener and contextual variables affect the nature and success of the communication event.

Objective

L1.1 Student understands the transactional nature of the communication process.

Objective L1.1**Student understands the transactional nature of the communication process.**

Student understands that communication is a transactional process that includes the components of speaker, listener, message, channel, feedback, and noise. Student understands that this process is transactional because the communicators play the role of speaker and listener simultaneously. Student understands how internal variables within the speaker and listener and contextual variables affect the nature and success of the communication.

Performance Expectation Category	Level 1	Level 2
L1.1.1 Understands the transactional nature and components of the communication process, including speaker, listener, message, channel, feedback, and noise.	L1.1-1.1 Understands and can identify the components of the communication process, including speaker, listener, message, channel, feedback, and noise.	L1.1-1.2 Understands the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages.
L1.1.2 Understands how speaker's and listener's internal variables affect communication.	L1.1-2.1 Identifies internal variables that affect communication, such as the speaker's and listener's background knowledge and experience.	L1.1-2.2 Identifies internal variables that affect communication, such as the speaker's and listener's background knowledge and experience, opinions, values, and beliefs.
L1.1.3 Understands how contextual variables affect communication.	L1.1-3.1 Identifies contextual variables that affect communication, such as time, place, relationships among speakers and listeners, and <u>goals</u> for communicating.	L1.1-3.2 Identifies contextual variables that affect communication, such as time, place, relationships among speakers and listeners, prior communication, and <u>purposes</u> and goals for communicating.

Level 3	Level 4	Level 5	Level 6
L1.1-1.3 Explains the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages.	L1.1-1.4 Explains and illustrates the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages.	L1.1-1.5 Uses a model of the <u>transactional communication</u> process to analyze the components of a communication event.	L1.1-1.6 Uses a model of the transactional communication process to analyze the components of a communication event and critiques the communication's effectiveness in achieving intended goals.
L1.1-2.3 Explains how internal variables, such as speaker's and listener's background knowledge, experiences, opinions, values, beliefs, needs, and emotional state, can affect communication.	L1.1-2.4 Explains and illustrates how internal variables, such as speaker's and listener's background knowledge, experiences, opinions, values, beliefs, needs, and emotional state, can affect communication.	L1.1-2.5 Analyzes the internal variables that affect a communication event, such as the speaker's and listener's background knowledge, experiences, culture, opinions, values, beliefs, emotional state, and familiarity with the language.	L1.1-2.6 Analyzes the internal variables that affect a communication event, such as the speaker's and listener's background knowledge, experiences, culture, opinions, values, beliefs, emotional state, and familiarity with the language, and critiques the communication in light of intended goals.
L1.1-3.3 Explains how contextual variables, such as time, place, relationships among speakers and listeners, prior communication, and purposes and goals for communicating can affect communication.	L1.1-3.4 Explains and illustrates how contextual variables, such as time, place, relationships among speakers and listeners, prior communication, and purposes and goals for communicating can affect communication.	L1.1-3.5 Analyzes the contextual variables that affect a communication event, such as time, place, roles and relationships among speakers and listeners, prior communication, purposes and goals for communicating, and communication conventions specific to the <u>context</u> .	L1.1-3.6 Analyzes the contextual variables that affect a communication event, such as time, place, roles and relationships among speakers and listeners, prior communication, purposes and goals for communicating, and communication conventions specific to the context, and critiques the communication's effectiveness in achieving intended goals.

Listening Standards

Standard 2

Managing Barriers to Listening

Students consider their own internal variables that can pose barriers to effective listening and monitor and adjust a variety of strategies to manage them. They recognize that external variables can pose barriers to effective listening and use a variety of strategies to prevent or overcome them.

Objective

L2.1 Student manages barriers to listening.

Objective L2.1**Student manages barriers to listening.**

Student considers his or her own internal variables that can pose barriers to effective listening and monitors and adjusts a variety of strategies to manage them. Student understands that language represents and constructs how listeners perceive events, people, groups, and ideas. Student recognizes that external variables can pose barriers to effective listening and uses a variety of strategies to prevent or overcome them.

Performance Expectation Category	Level 1	Level 2
L2.1.1 Recognizes his or her own internal variables that can pose barriers to effective listening and uses a variety of strategies to manage them.	L2.1-1.1 Recognizes that internal variables (e.g., lack of prior knowledge and experience, emotional state, prejudices, stereotypes) can pose barriers to effective listening and uses a variety of strategies to manage them (e.g., activating prior knowledge, researching information related to the topic, recognizing and managing emotional state).	L2.1-1.2 Recognizes that internal variables (e.g., lack of prior knowledge and experience, emotional state, prejudices, stereotypes, attitudes toward speaker that interfere with understanding) can pose barriers to effective listening and uses a variety of strategies to manage them (e.g., activating prior knowledge, researching information related to the topic, taking inventory of emotional state and attitudes toward speaker and trying to keep these emotions and attitudes from interfering with listening).
L2.1.2 Understands that language represents and constructs how listeners perceive events, people, groups, and ideas and that it has both positive and negative implications that can affect listeners in different ways.	L2.1-2.1 Understands that language represents and constructs how listeners perceive events, people, groups, and ideas and that it has both positive and negative implications that can affect listeners in different ways.	L2.1-2.2 Understands that language represents and constructs how listeners perceive events, people, groups, and ideas. Recognizes positive and negative implications of language and identifies how it can affect listeners in different ways.
L2.1.3 Recognizes that external variables can pose barriers to effective listening and uses a variety of strategies to prevent or overcome them.	L2.1-3.1 Recognizes that the physical setting can interfere with listening effectiveness and modifies it when possible.	L2.1-3.2 Recognizes that external variables (e.g., noises and distractions) can pose barriers to effective listening and uses a variety of strategies to overcome them (e.g., making changes in the physical setting, looking at and focusing on the speaker).

Level 3	Level 4	Level 5	Level 6
L2.1-1.3 Recognizes that internal variables (e.g., lack of prior knowledge and experience, emotional state, prejudices, stereotypes, attitudes toward speaker and topic that interfere with understanding) can pose barriers to effective listening and uses a variety of strategies to manage them (e.g., activating prior knowledge, researching information related to the topic, avoiding inappropriate generalizations, taking inventory of emotional state and attitudes toward speaker and topic and trying to keep these emotions and attitudes from interfering with listening).	L2.1-1.4 Considers his or her own internal variables that can pose barriers to effective listening (e.g., lack of prior knowledge and experience, emotional state, prejudices, stereotypes, attitudes toward speaker and topic that interfere with understanding) and uses a variety of strategies to manage them (e.g., activating prior knowledge, researching information related to the topic, avoiding inappropriate generalizations, taking inventory of emotional state and attitudes toward speaker and topic and trying to keep these emotions and attitudes from interfering with listening).	L2.1-1.5 Considers his or her own internal variables that can pose barriers to effective listening (e.g., lack of prior knowledge and experience, emotional state, prejudices, stereotypes, attitudes toward speaker and topic that interfere with understanding) and monitors and adjusts the use of a variety of strategies to manage them (e.g., activating prior knowledge, researching information related to the topic, avoiding inappropriate generalizations, taking inventory of emotional state and attitudes toward speaker and topic and trying to keep these emotions and attitudes from interfering with listening).	L2.1-1.6 Analyzes internal variables that can pose barriers to effective listening (e.g., lack of prior knowledge and experience, values, biases and stereotypes that interfere with understanding) and monitors and adjusts the use of a variety of appropriate and effective strategies to manage them prior to listening (e.g., activating prior knowledge, researching information related to the topic, reviewing vocabulary, taking inventory of attitudes toward speaker and topic) and while listening (e.g., asking questions when appropriate, avoiding inappropriate generalizations, modifying judgments of content, arguments, and speaker credibility) to prevent misinterpreting and distorting messages.
L2.1-2.3 Understands that language represents and constructs how listeners perceive events, people, groups, and ideas. Recognizes positive and negative implications of language and explains how it can affect listeners in different ways.	L2.1-2.4 Understands how language represents and constructs how listeners perceive events, people, groups, and ideas. Identifies positive and negative implications of language and explains how it can affect listeners in different ways depending on context. Recognizes that language conveys intended and unintended meanings for listeners.	L2.1-2.5 Explains how language represents and constructs how listeners perceive events, people, groups, and ideas. Explains positive and negative implications of language and how it can affect listeners in different ways depending on context. Explains how language conveys intended and unintended meanings for listeners.	L2.1-2.6 Analyzes how language represents and constructs how listeners perceive events, people, groups, and ideas. Analyzes and evaluates positive and negative implications of language and how it can affect listeners in different ways depending on context. Analyzes how language conveys intended and unintended meanings for listeners.
L2.1-3.3 Recognizes that external variables (e.g., noise and distractions) can pose barriers to effective listening and determines what elements can be changed and how (e.g., making changes in the physical setting, requesting clarification or repetition from the speaker, recovering from distractions and refocusing attention).	L2.1-3.4 Explains how external variables (e.g., noise and distractions) can pose barriers to effective listening and uses a variety of strategies to overcome them (e.g., making changes in the physical setting, requesting clarification or repetition from the speaker, recovering from distractions and refocusing attention).	L2.1-3.5 Anticipates and prepares for external variables that may pose barriers to effective listening (e.g., noise and distractions) and uses a variety of strategies to prevent or overcome them (e.g., making changes in the physical setting, requesting clarification or repetition from the speaker, recovering from distractions and refocusing attention).	L2.1-3.6 Anticipates and prepares for external variables that may pose barriers to effective listening (e.g., noise and distractions, physical conditions); determines possible options for change and selects from a variety of strategies to prevent or overcome them. Makes appropriate mental, physical, and emotional adjustments (e.g., making changes in the physical setting, requesting clarification or repetition from the speaker, recovering from distractions and refocusing attention) in ways appropriate to the communication event.

Listening Standards

Standard 3

Listening for Diverse Purposes

Students understand that there are multiple purposes for listening, including listening to comprehend, to evaluate, and to empathize. Students use a variety of mental and physical strategies to direct and maintain attention while listening. Listeners apply specific strategies for understanding, critiquing, and empathizing. Listeners respond verbally and nonverbally in ways appropriate to each purpose.

Objectives

L3.1 Student listens to comprehend.

L3.2 Student listens to evaluate.

L3.3 Student listens empathically.

Objective L3.1**Student listens to comprehend.**

Student uses a variety of strategies to listen actively to enhance comprehension and recall of messages. Student monitors the speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic. Student uses a variety of response strategies to clarify explicit and implicit meanings of messages.

Performance Expectation Category	Level 1	Level 2
L3.1.1 Uses a variety of mental and physical strategies to listen actively in order to direct and maintain attention and monitor level of understanding.	L3.1-1.1 Uses a variety of strategies to listen actively, including noting the topic and his or her purpose for listening, focusing attention on the speaker, and taking notes.	L3.1-1.2 Uses a variety of strategies to listen actively, including noting the topic and his or her purpose for listening, focusing attention on the speaker and speaker's ideas, taking notes, and determining the personal significance of the information.
L3.1.2 Uses a variety of strategies to enhance comprehension and recall of messages.	L3.1-2.1 Uses strategies to comprehend and remember messages (e.g., noting nonverbal cues to interpret messages, listening for main ideas and details, listening for transitions, noting sequence and organization of ideas).	L3.1-2.2 Uses a variety of strategies to comprehend and remember the explicit and implicit content of a message (e.g., listening for contextual clues to infer meaning of unknown words, noting nonverbal cues to interpret messages, listening for main ideas and details, listening for transitions, noting sequence and organization of ideas, relating speaker's ideas to prior knowledge and personal experience, using <u>mnemonic devices</u>).
L3.1.3 Monitors speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic.	L3.1-3.1 Recognizes speaker's purpose and identifies speaker's knowledge about a topic.	L3.1-3.2 Identifies speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic.
L3.1.4 Uses a variety of response strategies to clarify explicit and implicit meanings of messages.	L3.1-4.1 Uses a variety of response strategies to clarify explicit meanings of messages (e.g., indicating the need for clarification by varying facial expression or using other nonverbal cues to indicate level of understanding while listening).	L3.1-4.2 Uses a variety of response strategies to clarify explicit and implicit meanings of messages (e.g., indicating the need for clarification by varying facial expression or using other nonverbal cues to indicate level of understanding while listening, asking questions to guide understanding, asking the speaker to extend or elaborate his or her meaning).

Level 3	Level 4	Level 5	Level 6
L3.1-1.3 Uses a variety of strategies to listen actively, including monitoring changing purposes for listening, focusing attention on the speaker and the speaker's ideas, taking notes, determining the personal significance of the information, and asking himself or herself questions to direct and maintain attention.	L3.1-1.4 Uses a variety of strategies to listen actively, including monitoring changing purposes for listening, focusing attention on the speaker and the speaker's ideas, taking notes, making connections to prior knowledge and personal experiences, and asking himself or herself questions to direct and maintain attention.	L3.1-1.5 Uses a variety of strategies to listen actively, including monitoring changing purposes for listening, focusing and maintaining attention on the speaker and the speaker's ideas, taking notes, making connections to prior knowledge and personal experiences, asking himself or herself questions to direct and maintain attention, and monitoring level of understanding.	L3.1-1.6 Monitors listening and makes physical and mental adjustments to maintain engagement by focusing attention on the speaker and topic, monitoring changing purposes for listening, taking notes, making connections to prior knowledge and personal experiences, asking himself or herself questions, and anticipating the future direction of the communication to direct and maintain attention.
L3.1-2.3 Uses a variety of strategies to enhance comprehension and recall of messages (e.g., listening for contextual clues to infer meaning of unknown words, noting nonverbal cues to interpret messages, listening to distinguish among main ideas and details, listening for transitions and repetition, noting sequence and organization of ideas, relating speaker's ideas to prior knowledge and personal experience, drawing inferences, using mnemonic devices, summarizing).	L3.1-2.4 Uses a variety of strategies to enhance comprehension of literal and implied information and recall of messages (e.g., listening for contextual clues to infer meaning of unknown words, interpreting figurative language, noting nonverbal cues to interpret messages, listening to distinguish among main ideas and details, listening for transitions and repetition, noting sequence and organization of ideas, relating speaker's ideas to prior knowledge and personal experience, visualizing, using mnemonic devices, summarizing).	L3.1-2.5 Uses a variety of strategies to enhance comprehension of literal and implied information and recall of messages (e.g., listening for contextual clues to infer meaning of unknown words, interpreting figurative language, interpreting nonverbal cues to further analyze the message, listening to distinguish among main ideas and details, listening for transitions, noting sequence and organization of ideas, extending speaker's ideas based on prior knowledge and personal experience, visualizing, using mnemonic devices, summarizing and synthesizing). Evaluates effectiveness of selected strategies.	L3.1-2.6 Uses a variety of strategies to enhance comprehension of literal and implied information and recall of complex messages (e.g., listening for contextual clues to infer meaning of unknown words, interpreting figurative language, interpreting nonverbal cues to further analyze the message, listening to distinguish among main ideas and details, listening for transitions, noting sequence and organization of ideas, extending speaker's ideas based on prior knowledge and personal experience, determining need for further information or research, visualizing, using mnemonic devices, summarizing and synthesizing, determining significance, value, and possible uses of information). Evaluates effectiveness of selected strategies.
L3.1-3.3 Identifies speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic. Identifies both implicit and explicit messages that relate to the speaker's content and purpose.	L3.1-3.4 Monitors speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic. Identifies both implicit and explicit messages that relate to the speaker's content and purpose. Recognizes that speaker is making choices about what information to include and not include.	L3.1-3.5 Analyzes and critiques speaker's implicit and explicit purposes for speaking; draws on his or her prior knowledge and experience to evaluate speaker's expertise on the topic; and analyzes what the speaker knows, believes, and feels about a topic to guide interpretation.	L3.1-3.6 Analyzes and critiques speaker's implicit and explicit purposes for speaking; asks questions of self to determine what more he or she needs to know; uses criteria to determine speaker's credibility; considers the implications of what was not said; and analyzes what the speaker knows, believes, and feels about a topic to guide interpretation.
L3.1-4.3 Uses a variety of response strategies to clarify explicit and implicit meanings of messages (e.g., indicating the need for clarification by varying facial expression or using other nonverbal cues to indicate level of understanding while listening, asking questions to guide and clarify inferences and understanding, asking the speaker to extend or elaborate his or her meaning, paraphrasing meaning back to the speaker).	L3.1-4.4 Uses a variety of response strategies to clarify and elaborate on the explicit and implicit meanings of messages (e.g., varying facial expression or using other nonverbal cues to indicate level of understanding while listening, asking questions to guide and clarify inferences and understanding, asking the speaker to extend or elaborate his or her meaning, paraphrasing meaning back to the speaker).	L3.1-4.5 Uses a variety of response strategies to clarify, elaborate, and synthesize explicit and implicit meanings of messages (e.g., asking questions of self to determine what more he or she needs to know; integrating new learning with prior knowledge; asking questions to guide and clarify inferences; understanding, and interpretations; asking the speaker to extend or elaborate his or her meaning; paraphrasing meaning back to the speaker).	L3.1-4.6 Uses a variety of response strategies to clarify, elaborate, and synthesize explicit and implicit meanings of messages (e.g., integrating new learning with prior knowledge; asking questions to guide and clarify inferences, understanding, and interpretations; asking the speaker to extend or elaborate his or her meaning; paraphrasing meaning back to the speaker; predicting ways in which speaker's content may be used).

Objective L3.2**Student listens to evaluate.**

Student uses a variety of mental and physical strategies to direct and maintain attention in order to listen critically. Student uses cognitive strategies to process, predict, and critique the content of a message and to understand the speaker's perspective and potential biases. Student frames mental, verbal, written, and/or behavioral responses based on an evaluation of speaker credibility and of the coherence, validity, and effectiveness of the speaker's arguments.

Performance Expectation Category	Level 1	Level 2
L3.2.1 Uses a variety of mental and physical strategies to direct and maintain attention in order to listen critically.	L3.2-1.1 Mentally and physically prepares to listen. Reviews personal experiences with and connections to topic. Determines purpose for listening, focuses attention on the speaker, and takes notes when appropriate.	L3.2-1.2 Uses a variety of strategies to listen actively, including noting his or her purpose for listening, focusing attention on the speaker and topic, listening to the whole message, and taking notes when appropriate.
L3.2.2 Uses a variety of strategies to analyze arguments, draw conclusions, and make evaluative judgments.	L3.2-2.1 Uses strategies to determine speaker's specific purpose, <u>thesis</u> , and argument (e.g., listening for main ideas and arguments, identifying what the speaker is recommending).	L3.2-2.2 Uses a variety of strategies to understand and evaluate messages (e.g., listening for main ideas and arguments, distinguishing facts from opinions, listening for supporting ideas and evidence and their connection and relevance to the thesis, identifying what the speaker is recommending).
L3.2.3 Monitors speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic; reviews speaker's credentials to determine speaker credibility.	L3.2-3.1 Recognizes speaker's purpose for speaking and speaker's knowledge and opinions about a topic.	L3.2-3.2 Identifies speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic, comparing this information to his or her own prior knowledge of the topic.
L3.2.4 Frames mental, verbal, written, or behavioral responses based on speaker credibility and an evaluation of the coherence, validity, and effectiveness of the speaker's arguments.	L3.2-4.1 Explains why he or she agrees or disagrees with a speaker's arguments.	L3.2-4.2 Communicates whether he or she agrees or disagrees with a speaker's arguments by using appropriate <u>verbal and nonverbal cues</u> to indicate level of agreement while listening; asks questions to clarify judgments.

Level 3	Level 4	Level 5	Level 6
L3.2-1.3 Uses a variety of strategies to listen actively in order to make evaluations, including monitoring changing purposes for listening, focusing attention on the speaker and arguments, monitoring the speaker's purposes, following speaker's arguments as they develop, attending to the entirety of the message before forming conclusive judgments, taking notes when appropriate, and asking himself or herself questions about the speaker's message.	L3.2-1.4 Monitors listening engagement and uses a variety of strategies to listen actively in order to make evaluations, including monitoring changing purposes for listening, focusing attention on the speaker and arguments, monitoring the speaker's purposes, following speaker's arguments as they develop, attending to the entirety of the message before forming conclusive judgments, taking notes when appropriate, and asking himself or herself questions about the speaker's implicit and explicit messages.	L3.2-1.5 Monitors listening engagement and uses a variety of strategies to listen actively in order to make evaluations, including monitoring changing purposes for listening, focusing attention on the speaker and arguments, monitoring the speaker's purposes, mentally anticipating direction and significance of arguments, linking what the speaker is saying to what has been said, attending to the entirety of the message before forming conclusive judgments, taking notes when appropriate, and asking himself or herself questions about the speaker's implicit and explicit messages.	L3.2-1.6 Monitors and adjusts listening in order to make evaluations by focusing attention on the speaker's argument and purposes; mentally anticipating direction and significance of arguments; attending to the entirety of the message before forming conclusive judgments; taking notes when appropriate; reviewing standards of evidence and reasoning; and asking himself or herself questions about the speaker's implicit and explicit messages, relating speaker's message to personal beliefs, values, and experiences. Determines personal significance of speaker's message.
L3.2-2.3 Uses a variety of strategies to understand and evaluate a message (e.g., listening for main ideas and arguments, recognizing flaws in arguments, distinguishing facts from opinions, explaining reasoning and evidence used to support main ideas, identifying speaker's recommendations).	L3.2-2.4 Monitors the progression of an argument and uses a variety of strategies to analyze and evaluate a message (e.g., listening for main ideas and arguments, identifying flaws in arguments, distinguishing facts from opinions, analyzing reasoning and evidence used to support main ideas, identifying propaganda devices, determining speaker's recommendations, considering alternative recommendations).	L3.2-2.5 Monitors the progression of an argument and uses a variety of strategies to analyze and critique a message (e.g., listening to critique main ideas and arguments; distinguishing facts, opinions, and inferences; evaluating the connections between claims and supporting evidence; evaluating evidence for timeliness, relevance, and believability; identifying logical, authoritative, and emotional arguments and evaluating their effectiveness; noting common logical fallacies and propaganda devices; determining speaker's conclusions and recommendations and developing alternative recommendations).	L3.2-2.6 Monitors the progression of an argument and uses a variety of strategies to analyze and critique a message (e.g., listening to critique main ideas and arguments; distinguishing facts, opinions, and inferences; evaluating the connections between claims and supporting evidence; evaluating evidence for timeliness, relevance, and believability; identifying logical, authoritative, and emotional arguments and evaluating their effectiveness; noting logical fallacies and propaganda devices; determining speaker's conclusions and recommendations and developing alternative recommendations; determining significance and predicting consequences of speaker's arguments, conclusions, and proposals).
L3.2-3.3 Monitors speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic, comparing this information to his or her own prior knowledge of the topic; analyzes speaker's credibility (e.g., knowledge, expertise, and <u>fluency</u>).	L3.2-3.4 Monitors speaker's purposes for speaking and draws conclusions about what the speaker knows, believes, and feels about a topic; reviews speaker's credentials (e.g., title, position, education, indications of expertise and relevant experience), comparing speaker's information to his or her own prior knowledge of the topic to determine speaker credibility.	L3.2-3.5 Analyzes and critiques speaker's implicit and explicit purposes for speaking; analyzes and critiques what the speaker knows, believes, and feels about a topic, including speaker's cultural perspectives; and evaluates speaker's expertise, credibility, and possible bias and compares and contrasts this bias to his or her own beliefs and values and those of the audience.	L3.2-3.6 Analyzes and critiques speaker's implicit and explicit purposes for speaking; analyzes and critiques what the speaker knows, believes, and feels about a topic, including speaker's cultural perspectives; evaluates speaker's expertise, credibility, language use, and delivery; monitors possible speaker bias and compares and contrasts this bias to his or her own beliefs and values and those of the audience; and determines how these biases are influencing the message. Determines believability of the message.
L3.2-4.3 Frames mental, verbal, written, or behavioral responses (e.g., using appropriate verbal and nonverbal cues to indicate level of agreement while listening, asking questions to clarify judgments, recognizing opposing points of view, weighing arguments and evidence) based on an evaluation of the coherence of the speaker's arguments.	L3.2-4.4 Frames and determines appropriate mental, verbal, written, or behavioral responses (e.g., using appropriate verbal and nonverbal cues to indicate level of agreement while listening, asking questions to clarify judgments, weighing arguments and evidence, raising possible counterarguments) based on an evaluation of the coherence of the speaker's arguments and the credibility of the speaker.	L3.2-4.5 Frames and determines appropriate mental, verbal, written, or behavioral responses (e.g., using appropriate verbal and nonverbal cues to indicate level of agreement while listening, asking questions to clarify judgments, weighing arguments and evidence, raising possible counterarguments) based on an evaluation of the validity of the speaker's arguments and the credibility of the speaker. Monitors the effect of responses and modifies responses as appropriate.	L3.2-4.6 Frames and determines appropriate mental, verbal, written, or behavioral responses (e.g., using appropriate verbal and nonverbal cues to indicate level of agreement while listening, asking questions to clarify judgments, weighing arguments and evidence, formulating and presenting possible responses and counterarguments) based on an evaluation of the validity and effectiveness of the speaker's implicit and explicit arguments and the credibility of the speaker. Monitors the effect of responses, modifies responses as appropriate, and determines future responses.

Objective L3.3**Student listens empathically.**

Student listens empathically to understand and respond to the ideas and feelings of others in order to enhance speaker/listener relationships. To listen empathically, the student uses physical and mental strategies to maintain attention and understand the content of and feelings behind a message. Student uses cognitive strategies to process the content of an interpersonal message and to understand the speaker's perspective. Student responds using a variety of verbal and nonverbal strategies that show both understanding and empathy.

Performance Expectation Category	Level 1	Level 2
L3.3.1 Uses a variety of mental and physical strategies to focus attention on the speaker, the speaker's message, and the speaker's emotions in order to listen empathically.	L3.3-1.1 Focuses on the speaker and speaker's message; understands the importance of the speaker-listener relationship. Recognizes the values of silence.	L3.3-1.2 Uses a variety of strategies to listen actively, including maintaining eye contact, noting the speaker's purpose, selecting an appropriate setting, focusing attention on the speaker, avoiding interruptions, and listening to the whole message.
L3.3.2 Uses a variety of strategies to interpret the speaker's verbal and nonverbal cues, feelings, attitudes, and message in order to empathize with the speaker.	L3.3-2.1 Pays attention to the speaker's message and the speaker's feelings about the message to interpret message content.	L3.3-2.2 Makes connections between the speaker's message and the speaker's feelings about the message; identifies his or her own reactions to the speaker and topic.
L3.3.3 Uses a variety of strategies to analyze relationship to speaker, the speaker's motivation and purpose, the content and delivery of the message, and the speaker's perspective and experiences related to the topic to guide interpretation of the message.	L3.3-3.1 Reviews knowledge of the speaker, the speaker's purpose, attitudes, and feelings, and the context to guide interpretation of the speaker's point of view.	L3.3-3.2 Considers the speaker's purpose, the speaker's relationship to the listener, and the content of the message to determine the speaker's knowledge, feelings, experiences, and point of view related to the topic.
L3.3.4 Uses a variety of verbal and nonverbal strategies to respond to the speaker's message in order to indicate support, keep the speaker talking, and build understanding and empathy.	L3.3-4.1 Responds to the speaker by using social conventions, language, and nonverbal strategies that indicate respect and a willingness to listen.	L3.3-4.2 Uses a variety of verbal and nonverbal strategies to respond empathically (e.g., spending more time listening than talking, allowing the speaker to complete his or her thoughts, adjusting posture, maintaining eye contact, using facial expressions, nodding, and using short vocalizations) in order to indicate support and keep the speaker talking.

Level 3	Level 4	Level 5	Level 6
L3.3-1.3 Uses a variety of strategies to listen actively, using appropriate nonverbal cues (e.g., maintaining eye contact and adjusting posture), monitoring changing purposes for listening, and mentally reviewing how knowledge of the speaker and topic and own experiences relate to what is being said. Seeks to identify shared experiences.	L3.3-1.4 Uses a variety of strategies to listen actively, using appropriate nonverbal cues (e.g., maintaining eye contact and adjusting posture), monitoring changing purposes for listening, and mentally reviewing how knowledge of the speaker and topic and one's own experiences relate to what is being said. Seeks to identify shared experiences, values, and beliefs.	L3.3-1.5 Monitors engagement in order to maintain and refocus attention on the speaker, draws on personal experiences to internalize the speaker's message, anticipates what direction the dialogue is taking, monitors what emotions are involved, and considers what behaviors and responses will best meet the speaker's needs. Observes speaker's response to given feedback.	L3.3-1.6 Monitors engagement in order to maintain and refocus attention on the speaker, draws on personal experiences to internalize the speaker's message, anticipates what direction the dialogue is taking, monitors what emotions are involved, and considers what behaviors and responses will best meet the speaker's needs. Reviews shared areas of speaker-listener experience and considers how these influence the communication. Determines success of feedback by observing speaker's reaction to it and modifies feedback as needed.
L3.3-2.3 Interprets the speaker's verbal and nonverbal cues to gain insight into the speaker's feelings and attitudes related to the message and monitors his or her own reactions to maintain empathy and resist making judgments.	L3.3-2.4 Interprets the speaker's verbal and nonverbal cues and language choices to gain insight into the speaker's feelings and attitudes related to the message and monitors his or her own reactions to maintain empathy and resist making judgments. Reviews personal experiences that would help him or her understand the speaker's message and feelings.	L3.3-2.5 Interprets the speaker's verbal and nonverbal cues to gain insight into the speaker's feelings and attitudes related to the message and speaker's emotional state; monitors his or her own reactions to maintain empathy and resist making judgments. Draws upon personal experiences to better understand and empathize with the speaker's feelings.	L3.3-2.6 Interprets the speaker's verbal and nonverbal cues to gain insight into the speaker's feelings and attitudes related to the message; monitors his or her own reactions to maintain empathy and resist making judgments; and uses verbal and nonverbal behaviors that indicate openness, interest, understanding, and support. Draws upon personal experiences to better understand and empathize with the speaker's feelings.
L3.3-3.3 Analyzes the speaker's explicit motivation and purpose; uses the speaker's relationship to the listener and the content and delivery of the message to determine the speaker's knowledge, feelings, and experiences related to the topic.	L3.3-3.4 Analyzes the speaker's motivation and explicit and <u>implicit purposes</u> for speaking, draws on his or her prior knowledge and experience to make connections with the speaker's message, and analyzes the speaker's values and beliefs to guide interpretation.	L3.3-3.5 Analyzes the speaker's motivation and explicit and implicit purposes for speaking, draws on his or her prior knowledge and experience to make connections with the speaker's message, and analyzes the speaker's values and beliefs to guide interpretation. Reviews speaker characteristics that influence perspective, including age, gender, and culture.	L3.3-3.6 Analyzes the speaker's motivation and explicit and implicit purposes for speaking, draws on his or her prior knowledge and experience to make connections with the speaker's message, and analyzes the speaker's values and beliefs to guide interpretation. Uses information from prior communication to interpret the speaker's current perspectives on topic and listener. Continually uses new information to reassess perceptions of the speaker.
L3.3-4.3 Uses a variety of strategies to respond empathically to the speaker's verbal and nonverbal messages and provide feedback to seek understanding (e.g., asking the speaker to extend or elaborate his or her meaning, restating the message to check for understanding) and uses brief vocal responses that indicate support and encouragement (e.g., "I see," "Right," "That makes sense").	L3.3-4.4 Monitors listening behavior and uses a variety of strategies to respond empathically to the speaker's verbal and nonverbal messages and provide feedback to seek understanding (e.g., asking the speaker to extend or elaborate his or her meaning, restating the message to check for understanding) and uses brief vocal responses that indicate support and encouragement (e.g., "I see," "Right," "That makes sense," "Tell me more about that"). Puts the speaker at ease by using supportive behaviors (e.g., forward lean, head nodding, not interrupting) and avoiding responses not relevant to the speaker's message.	L3.3-4.5 Uses a variety of strategies to respond empathically to the explicit and implicit meanings of a message, responding with indications of specific understanding, and paraphrasing meaning and feelings back to the speaker (e.g., "You're saying that..." or "You sound angry") in order to indicate both understanding and empathy. Demonstrates a cooperative attitude by hearing the speaker out, asking questions necessary for full understanding, and building on what the speaker said.	L3.3-4.6 Uses a variety of strategies to respond empathically to the explicit and implicit meanings of a message, responding with indications of specific understanding, and paraphrasing meaning and feelings back to the speaker (e.g., "You're saying that..." or "You sound angry") in order to indicate both understanding and empathy. Demonstrates a cooperative attitude by hearing the speaker out, asking questions necessary for full understanding, and building on what the speaker said. Responds to indicate shared goals and responsibility. Determines when listening with empathy is appropriate and when the speaker's communication goals require a shift to another type of listening (e.g., critical listening for problem solving, appreciative listening for storytelling).

Media Literacy Standards

Media are a powerful and persuasive force in students' lives. The Carnegie Council on Adolescent Development points out that adolescents' lives are saturated with entertainment and advertising; their capacity to make sense of messages from this array of powerful sources of influence is essential to their development (Carnegie Council on Adolescent Development, 1995). The standards in Media Literacy are designed to help students become active, critical consumers of media messages.

To be successful in college and in the workplace and to participate effectively in a global society, students are expected to understand the nature of media; to interpret, analyze, and evaluate the media messages they encounter daily; and to create media that express a point of view and influence others. These skills are relevant to all subject areas, where students may be asked to evaluate media coverage of research, trends, and issues.

Media-literate students understand that media messages are produced collaboratively and are influenced by the channel in which they occur; that media producers use feedback to modify media messages. They understand the role of production elements, personal knowledge, ethics, and credibility in the interpretation and evaluation of media. When students produce media they are attentive to content, organization, feedback, and revision. The following standards focus on cognitive, affective, and behavioral strategies for understanding the nature of media; understanding, interpreting, analyzing, and evaluating media; and designing and creating media messages.

Media Literacy Standards

Standard 1

Understanding the Nature of Media

Students recognize that media messages* are constructed collaboratively for a wide range of purposes and constrained and shaped by characteristics of the media channel. They understand how media producers use feedback to modify media messages.

Objective

M1.1 Student understands the nature of media communication.

*Underlined words and phrases are defined in the Glossary.

Objective M1.1**Student understands the nature of media communication.**

Student recognizes that media messages are constrained and shaped by characteristics of the media channel and constructed collaboratively for a wide range of purposes. Student understands how media producers use feedback to modify media messages.

Performance Expectation Category	Level 1	Level 2
M1.1.1 Understands that media messages are the result of collaborative effort and decision making; that they are constructed for a wide range of purposes including achieving economic, political, and social <u>goals</u> ; and that they are constrained and shaped by aspects of the media channel.	M1.1-1.1 Recognizes that various media channels (e.g., television, radio, the Internet, billboards, movies, newspapers, magazines, video games) are used to communicate messages, to influence <u>target audiences</u> commercially, and for self-expression. Understands that media messages may exaggerate or distort what they represent.	M1.1-1.2 Recognizes that various media channels (e.g., television, radio, the Internet, billboards, movies, newspapers, magazines, video games) are used to communicate messages; to influence target audiences' beliefs, actions, and commercial and political choices; and for self-expression. Describes ways in which media messages exaggerate or distort what they represent.
M1.1.2 Understands how media producers capture, measure, and interpret responses to media messages as indicators of the messages' effectiveness and how media producers use this feedback to modify media messages.	M1.1-2.1 Recognizes that media producers monitor how audiences respond to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, voting).	M1.1-2.2 Understands that media producers interpret responses to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, voting) as indicators of how effective the messages are.

Level 3	Level 4	Level 5	Level 6
<p>M1.1-1.3 Describes the characteristics of various media <u>channels</u> (e.g., whether they are visual, auditory, static, interactive, dynamic). Explains how these characteristics influence the design of the media message. Explains the advantages and disadvantages of various channels for communicating messages and influencing the beliefs, actions, and commercial and political choices of targeted audiences. Describes and illustrates ways in which media messages exaggerate or distort what they represent.</p>	<p>M1.1-1.4 Describes how the characteristics of various media channels (e.g., whether they are visual, auditory, static, interactive, dynamic) influence the design of the media message. Compares and contrasts the advantages and disadvantages of various channels for influencing the beliefs, actions, and commercial and political choices of targeted audiences. Explains how media messages attempt to create an experience or reality that supports the media producer's purposes and goals.</p>	<p>M1.1-1.5 Analyzes how the characteristics of various media channels (e.g., cost; size of audience; publicly versus privately funded; degree of <u>regulation</u>; whether they are visual, auditory, static, interactive, dynamic) influence the design of the media message. Compares and contrasts the advantages and disadvantages of various channels for influencing the beliefs, actions, and commercial and political choices of targeted audiences. Explains and illustrates how media messages attempt to create an experience or reality that supports the media producer's purposes and goals.</p>	<p>M1.1-1.6 Analyzes how the characteristics of various media channels (e.g., cost; size of audience; publicly versus privately funded; degree of regulation; whether they are visual, auditory, static, interactive, dynamic) influence the design, production, distribution, and interpretation of media messages. Compares and contrasts the advantages and disadvantages of various channels for influencing the beliefs, actions, and commercial and political choices of targeted audiences. Analyzes how his or her own personal characteristics fit into the demographic and sociocultural categories used to define target audiences. Analyzes how media messages attempt to create an experience or reality that supports the media producer's purposes and goals and how this construction of reality influences media viewers.</p>
<p>M1.1-2.3 Describes how media producers interpret responses to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, voting) as indicators of the messages' effectiveness and how media producers use this feedback to modify media messages.</p>	<p>M1.1-2.4 Explains how media producers capture and measure audience reactions to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, votes for the other candidate, letters of complaint or praise) as feedback. Recognizes that such feedback is often delayed and limited by the nature of the media channel.</p>	<p>M1.1-2.5 Explains and illustrates how media producers capture and measure audience reactions to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, votes for the other candidate, letters of complaint or praise) as feedback. Explains how such feedback is often delayed and limited by the nature of the media channel.</p>	<p>M1.1-2.6 Analyzes how media producers capture, measure, and interpret audience feedback (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, votes for the other candidate, letters of complaint or praise) to revise and refine their media messages. Explains how such feedback is often delayed and limited by the nature of the media channel.</p>

Media Literacy Standards

Standard 2

Understanding, Interpreting, Analyzing, and Evaluating Media Communication

Students understand, interpret, analyze, and evaluate media communication.

Objective

M2.1 Student understands, interprets, analyzes, and evaluates media communication.

Objective M2.1**Student understands, interprets, analyzes, and evaluates media communication.**

Student analyzes how media producers use media channels and conventional production elements to achieve purposes, affect target audiences, convey a point of view, and establish narrative elements. Student recognizes how prior knowledge, experiences, attitudes, beliefs, and demographic characteristics, as well as the context, affect the interpretation of a media message. Student evaluates the credibility and ethics of a media communication.

Performance Expectation Category	Level 1	Level 2
M2.1.1 Analyzes how media producers use conventional production elements to achieve specific effects.	M2.1-1.1 Identifies conventional production elements in a variety of media (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) that media producers use to create messages.	M2.1-1.2 Recognizes how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.
M2.1.2 Analyzes how media producers use production elements and techniques to establish narrative elements (e.g., setting, mood, tone, character, plot) and create specific effects.	M2.1-2.1 Identifies production elements (e.g., camera shots, sound, lighting) that media producers use to establish narrative elements (e.g., setting, character, plot) and create specific effects.	M2.1-2.2 Recognizes media producers' intentional use of production elements and techniques (e.g., camera shots, sound, lighting) to establish narrative elements (e.g., setting, character, plot) and create specific effects.
M2.1.3 Analyzes how the media channel and production elements affect the targeted audience, achieve the purpose, and convey the media producer's point of view.	M2.1-3.1 Recognizes how the production elements in a media communication are selected and composed based on targeted audience and purpose.	M2.1-3.2 Recognizes the media producer's targeted audience and purpose for a media communication. Recognizes how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience and achieve the purpose.
M2.1.4 Recognizes how his or her prior knowledge, experiences, attitudes, beliefs, and demographic characteristics, as well as the context, affect the interpretation of a media message.	M2.1-4.1 Recognizes that his or her knowledge, attitudes, and experiences related to the topic affect the understanding and interpretation of a media message.	M2.1-4.2 Describes how his or her familiarity with the content and interest in the media producer's purposes affect the interpretation of a media message.
M2.1.5 Evaluates the credibility and ethics of a media communication by considering relevance, accuracy, timeliness, fairness, balance, and social responsibility in light of the media producer's context, purposes, and goals.	M2.1-5.1 Identifies the producer and publication date of the media communication. Considers these when evaluating the timeliness and relevance of the media communication.	M2.1-5.2 Considers factors that affect the credibility of a media communication (e.g., relevance, accuracy, timeliness).

Level 3	Level 4	Level 5	Level 6
M2.1-1.3 Explains and illustrates how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.	M2.1-1.4 Analyzes and interprets how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.	M2.1-1.5 Analyzes and interprets how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects. Recognizes when conventional production elements are used in an unconventional way.	M2.1-1.6 Evaluates the effectiveness of media producers' conventional and unconventional use of production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.
M2.1-2.3 Explains how media producers use production elements and techniques (e.g., camera shots, sound, lighting) to establish narrative elements (e.g., setting, mood, character, plot) and create specific effects.	M2.1-2.4 Explains how media producers use production elements and techniques (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting) to establish narrative elements (e.g., setting, mood, tone, character, plot) and create specific effects.	M2.1-2.5 Analyzes how media producers use production elements and techniques (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting) to establish narrative elements (e.g., setting, mood, tone, character, plot, theme) and create specific effects.	M2.1-2.6 Analyzes and critiques how media producers use production elements and techniques (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting) to establish narrative elements (e.g., setting, mood, tone, character, plot, theme) and create specific effects.
M2.1-3.3 Describes the media producer's targeted audience, purpose, and point of view for a media communication. Explains how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, and convey the media producer's message and point of view.	M2.1-3.4 Infers the media producer's targeted audience, <u>explicit</u> and <u>implicit</u> purposes, and point of view for a media communication. Analyzes how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, and convey the media producer's message and point of view. Recognizes how the media producer uses stereotypes to achieve specific purposes, recognizing that stereotypes are used because of the ease they provide in reaching mass audiences and telling stories quickly.	M2.1-3.5 Infers the producer's targeted audience, explicit and implicit purposes, point of view, and intended meaning for a media communication. Analyzes how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, convey the media producer's point of view, and imply an intended meaning. Analyzes the media producer's use of social, cultural, and historical references, including stereotypes, to achieve specific purposes.	M2.1-3.6 Infers the media producer's targeted audience, explicit and implicit purposes, point of view, and intended meaning for a media communication. Analyzes and evaluates how effectively the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, convey the media producer's point of view, and imply an intended meaning. Critiques a media producer's use of social, cultural, and historical references, including stereotypes, to achieve specific purposes.
M2.1-4.3 Explains and illustrates how <u>internal variables</u> (e.g., familiarity with the content, personal aesthetic tastes, identification with the targeted audience, interest in the media producer's purposes, attitudes toward the media channel) affect the interpretation of a media message.	M2.1-4.4 Explains and illustrates how internal variables (e.g., familiarity with the content, personal aesthetic tastes, identification with the targeted audience, interest in the media producer's purposes, attitudes toward the media channel) and contextual variables (e.g., viewing a message alone or in a group, reading online versus reading print) affect the interpretation of a media message.	M2.1-4.5 Analyzes how internal variables (e.g., familiarity with the content, personal aesthetic tastes, identification with the targeted audience, interest in the media producer's purposes, attitudes toward the media channel) and contextual variables (e.g., viewing a message alone or in a group, reading online versus reading print) affect the interpretation of a media message.	M2.1-4.6 Analyzes how internal variables (e.g., familiarity with the content; personal aesthetic tastes; identification with the targeted audience; personal identification with groups defined by class, race, gender, sexual orientation, and/or religion; interest in the media producer's purposes; attitudes toward the media channel; political views) and contextual variables (e.g., viewing a message alone or in a group, reading online versus reading print) affect the interpretation of a media message.
M2.1-5.3 Explains why the media producer may or may not be a credible source for the media communication. Analyzes the relevance, accuracy, timeliness, fairness, and balance of the media communication.	M2.1-5.4 Explains why the media producer may or may not be a credible source for the media communication. Defines standards by which to evaluate the relevance, accuracy, timeliness, fairness, and balance of the media communication. Considers the tension between freedom of expression and social responsibility.	M2.1-5.5 Analyzes the credibility of a media communication by evaluating relevance, accuracy, timeliness, fairness, and balance in light of the media producer's context, purposes, and goals. Critiques a media communication in light of the tension between freedom of expression and social responsibility.	M2.1-5.6 Analyzes and critiques the credibility of a media communication by evaluating relevance, accuracy, timeliness, fairness, and balance in light of the media producer's context and explicit and implicit purposes and goals. Critiques a media communication in light of the tension between freedom of expression and social responsibility.

Media Literacy Standards

Standard 3

Composing and Producing Media Communication

Students plan a media communication, gather and organize content, compose and produce the communication, and use feedback to evaluate and revise the media communication.

Objectives

- M3.1** Student analyzes purpose, audience, and media channel when planning for a media communication.
- M3.2** Student develops and produces an informational or creative media communication.
- M3.3** Student evaluates and revises a media communication.

Objective M3.1**Student analyzes purpose, audience, and media channel when planning for a media communication.**

Student plans a media communication by determining purpose, investigating audience characteristics, and selecting a media channel. These choices guide topic selection, message development, language choices, design and development of production elements, and the creation and selection of visual images. Student considers strategies for creating well-reasoned messages, making emotional appeals, and building credibility when developing a media communication.

Performance Expectation Category	Level 1	Level 2
M3.1.1 Determines purpose, investigates audience characteristics, and selects a media channel when planning a media communication. Uses these to guide topic selection, message development, language choices, design and development of production elements, and creation and selection of visual images.	M3.1-1.1 Understands that purpose (e.g., to inform, to persuade, to entertain, to share a personal perspective), target audience, and media channel affect the selection of a topic and development of a message, and considers these elements when planning a media communication.	M3.1-1.2 Explains and illustrates how purpose (e.g., to inform, to persuade, to entertain, to share a personal perspective), target audience, and media channel affect the selection of a topic and development of a message, and considers these elements when planning a media communication.
M3.1.2 Considers strategies for creating well-reasoned messages, making emotional appeals, and building credibility when developing a media communication.	M3.1-2.1 Understands that credibility, logical and emotional appeals, and aesthetic composition affect the achievement of purpose and goals (e.g., to inform, to persuade, to entertain, to share a personal perspective) and considers these when developing an informational or creative media communication.	M3.1-2.2 Explains and illustrates how credibility, logical and emotional appeals, and aesthetic composition affect the achievement of purpose and goals (e.g., to inform, to persuade, to entertain, to share a personal perspective) and considers these when developing an informational or creative media communication.

Level 3	Level 4	Level 5	Level 6
M3.1-1.3 Determines purpose and considers characteristics of the audience (e.g., general common knowledge, common shared experiences, interests, age, gender) and media channel and uses these to guide topic selection, message development, language choices, the design of production elements, and the creation and selection of visual images when planning a media communication.	M3.1-1.4 Determines purpose, investigates characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender), selects media channel, and refines and focuses topic selection, message development, language choices, design of production elements, and the creation and selection of visual images when planning a media communication.	M3.1-1.5 Determines purpose, researches and analyzes characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender), selects media channel, and refines and focuses topic selection, message development, language choices, design of production elements, and the creation and selection of visual images when planning a media communication.	M3.1-1.6 Synthesizes the results of research and analysis of audience characteristics (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender) and media channel to refine and focus purpose, channel selection, message development, language choices, design of production elements, and the creation and selection of visual images when planning a media communication.
M3.1-2.3 Considers strategies for developing credibility (e.g., demonstrating knowledge and competency with production elements), creating well-reasoned messages, making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions when developing an informational or creative media communication.	M3.1-2.4 Considers strategies for developing credibility (e.g., demonstrating knowledge, expertise, and competency with production elements), creating well-reasoned messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions when developing an informational or creative media communication.	M3.1-2.5 Analyzes, evaluates, and selects appropriate strategies for developing credibility (e.g., demonstrating knowledge, expertise, and competency with production elements), creating well-reasoned messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions in light of purpose, audience, and channel when developing an informational or creative media communication.	M3.1-2.6 Analyzes, evaluates, and adapts strategies for developing credibility (e.g., demonstrating knowledge, expertise, and competency with production elements), creating well-reasoned messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions based on consideration of purpose, audience, channel, and possible obstacles when developing an informational or creative media communication.

Objective M3.2**Student develops and produces an informational or creative media communication.**

Student organizes what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research. Student uses a variety of strategies to generate personal content. Student selects production elements and gathers information. Student evaluates the relevance, credibility, and quality of sources to determine the need for further research. Student organizes content and selects production elements based on an analysis of purposes and goals, target audience, selected media channel, ethics, and pragmatic constraints.

Performance Expectation Category	Level 1	Level 2
M3.2.1 Considers and organizes what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research.	M3.2-1.1 Determines what he or she knows about a topic and media channel to guide the development of a media communication.	M3.2-1.2 Identifies what he or she knows and has experienced or imagined about the topic and media channel and considers this when developing a media communication.
M3.2.2 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge.	M3.2-2.1 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, idea mapping, asking journalist's questions—who, what, when, where, why, and how).	M3.2-2.2 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas and examples; asking journalist's questions—who, what, when, where, why, and how).
M3.2.3 Selects production elements and gathers information from primary and/or secondary sources, evaluates their relevance and contribution to the topic and message, evaluates the credibility and quality of sources, sifts and selects useful content, and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	M3.2-3.1 Identifies, locates, and uses primary and/or secondary sources to gather information about the topic and message. Recognizes that some sources are more relevant than others. Understands the nature of copyrighted materials and does not use copyrighted materials without permission.	M3.2-3.2 Identifies, locates, and uses primary and/or secondary sources to gather information and production elements related to the topic and message. Recognizes that some sources are more appropriate than others. Understands the nature of copyrighted materials and does not use copyrighted materials without permission.
M3.2.4 Selects and organizes content and production elements based on an analysis of purposes and goals, target audience, selected media channel, available media production resources, ethics, and pragmatic constraints. Produces a media communication.	M3.2-4.1 Organizes content and selects production elements based on purposes and goals, what he or she wants to communicate, and available media production resources (e.g., camera, tape recorder, computer and software) and produces a media communication.	M3.2-4.2 Organizes content and selects production elements based on purposes and goals, what he or she wants to communicate, selected media channel, and available media production resources (e.g., camera, tape recorder, computer and software) and produces a media communication.

Level 3	Level 4	Level 5	Level 6
M3.2-1.3 Considers what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research.	M3.2-1.4 Considers and organizes what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research.	M3.2-1.5 Analyzes various perspectives on the topic and anticipates audience reaction, questions, and expectations to determine the need for additional reflection and research.	M3.2-1.6 Analyzes various perspectives on the topic and anticipates audience questions and expectations to determine the need for additional reflection and research and training in needed production skills.
M3.2-2.3 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; listing multiple points of view on the topic; and anticipating possible audience reactions).	M3.2-2.4 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; considering multiple points of view on the topic; and anticipating possible audience reactions).	M3.2-2.5 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; analyzing multiple points of view on the topic; and anticipating possible audience reactions).	M3.2-2.6 Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; analyzing multiple points of view on the topic; anticipating and developing responses to possible audience reactions). Analyzes strengths and weaknesses of his or her message.
M3.2-3.3 Gathers information and production elements from primary and/or secondary sources, evaluates their relevance to the topic and message, evaluates the credibility and quality of sources, and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	M3.2-3.4 Gathers information and production elements from primary and/or secondary sources, evaluates their relevance to the topic and message, evaluates the credibility and quality of sources, sifts and selects useful content, and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	M3.2-3.5 Gathers and analyzes information and production elements from primary and/or secondary sources; evaluates their relevance to the topic and message; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content; and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	M3.2-3.6 Gathers, analyzes, and synthesizes information and production elements from a variety of primary and/or secondary sources; evaluates their relevance to the topic and message; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content; and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.
M3.2-4.3 Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, and available media production resources (e.g., camera, tape recorder, computer and software) and produces a media communication.	M3.2-4.4 Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, available media production resources (e.g., camera, tape recorder, computer and software), ethics, and pragmatic constraints and produces a media communication.	M3.2-4.5 Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, available media production resources (e.g., camera, tape recorder, computer and software), ethics, and pragmatic constraints and works through multiple designs to produce a media communication.	M3.2-4.6 Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, available media production resources (e.g., camera, tape recorder, computer and software), ethics, and pragmatic constraints; reflects on choices; makes predictions about possible audience reactions, and works through multiple designs to produce a media communication.

Objective M3.3**Student evaluates and revises a media communication.**

Student uses feedback to determine how effectively communication goals and aesthetic goals for the media communication have been achieved. Student recognizes the power of media communication and the importance of using media ethically. Student considers legal regulations and fair use policies when developing content and publishing a media communication.

Performance Expectation Category	Level 1	Level 2
M3.3.1 Determines how effectively communication goals and aesthetic goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.	M3.3-1.1 Recognizes whether goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.	M3.3-1.2 Determines how effectively communication goals and aesthetic goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.
M3.3.2 Recognizes the power of media communication and the importance of using media ethically. Explains the role of legal regulations and fair use policies when setting purposes and goals, developing content, and publishing a media communication.	M3.3-2.1 Recognizes the power of media communication and the responsibility to use media ethically.	M3.3-2.2 Recognizes the power of media communication and the responsibility to use media ethically. Recognizes the role of legal regulations and fair use policies when setting purposes and goals, developing content, and publishing a media communication.

Level 3	Level 4	Level 5	Level 6
<p>M3.3-1.3 Analyzes how effectively communication goals, aesthetic goals, and usability/navigation goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.</p>	<p>M3.3-1.4 Analyzes and reflects on how effectively specific production elements support communication goals, aesthetic goals, and usability/navigation goals for the media communication. Considers feedback from peers and/or the targeted audience.</p>	<p>M3.3-1.5 Defines indicators (e.g., hits on a Web site, guestbook comments left by Web site visitors, survey responses following presentation or screening of media communication) and collects and analyzes data to measure how effectively communication goals, aesthetic goals, and usability/navigation goals for the media communication have been achieved. Evaluates and revises media message to enhance effectiveness based on feedback.</p>	<p>M3.3-1.6 Defines indicators (e.g., hits on a Web site, survey responses following presentation or screening of media communication) and collects, interprets, and evaluates data to measure how effectively communication goals, aesthetic goals, and usability/navigation goals for the media communication have been achieved. Considers alternatives to previous production choices. Evaluates and revises media message to enhance effectiveness based on feedback.</p>
<p>M3.3-2.3 Recognizes the power of media communication and the importance of using media ethically. Explains the role of legal regulations and fair use policies when setting purposes and goals and developing content (e.g., requesting copyright permissions where needed).</p>	<p>M3.3-2.4 Recognizes the power of media communication and the importance of using media ethically. Explains the role of legal regulations and fair use policies when setting purposes and goals, developing content (e.g., requesting copyright permissions where needed), and publishing a media communication (e.g., safeguarding personal information and privacy).</p>	<p>M3.3-2.5 Recognizes the power of media communication and the importance of using media ethically. Follows legal regulations, fair use policies, and professional codes of ethics when setting socially responsible purposes and goals, developing content (e.g., requesting copyright permissions where needed), and publishing a media communication (e.g., safeguarding personal information and privacy).</p>	<p>M3.3-2.6 Recognizes the power of media communication and demonstrates personal accountability with respect to using media ethically. Reviews and follows legal regulations, acceptable use policies, and professional codes of ethics when setting socially responsible purposes and goals, developing content (e.g., requesting copyright permissions where needed), and publishing a media communication (e.g., safeguarding personal information and privacy). Reviews the media production in terms of its legality, ethics, and economic and socio-cultural impact.</p>

Glossary

Terms from Reading Standards

authorial persona The sum of the characteristics of the author that are revealed to the reader. Through tone, diction, and even spelling, writers make conscious choices to produce authorial personae that are appropriate to the writing task and audience.

chunking A strategy that helps a reader more easily understand text (words, sentences, paragraphs) by breaking it up into the most meaningfully sized segments for the reader. Words may be broken up into smaller segments that have meaning for the reader. Sentences may be comprehended as thought-units rather than processing the text word by word, and longer sections of text may be broken up into smaller portions.

close reading A reading strategy to help a reader become sensitive to the nuances and connotations of language as they are used by skilled writers. Close reading involves paying close attention to aspects of vocabulary, grammar, syntax, figures of speech, or any other features that may contribute to a writer's individual style. Close reading also involves reflecting on deeper meanings of text connoted by the words and ideas, including considering relationships to things beyond the text such as other texts or social or cultural history.

organizational patterns Recognized ways of organizing a piece of writing. Among the best-known organizational patterns are *problem-solution*, *cause-and-effect*, *description*, *question-answer*, and *compare-contrast*.

purpose vs. goal There are three general *purposes* for communicating: to inform, to persuade, or to entertain. The *goal* of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

reading guide Structured strategies to aid comprehension of texts. Reading guides “guide” comprehension by providing structured approaches to engaging texts. The approach may be as general as providing the reader with basic questions such as “Where is the story set?” and “Who is the actor?” Often, these general guides are represented by an acronym for easy text recall like SOAPSTone (Speaker Occasion Audience Purpose Subject Tone). Reading guides may also provide questions that are specific to a particular text.

reading process The reading process as a whole involves the coordination of multiple processes such as decoding a word, understanding the meaning of a word, decoding a sentence, understanding relations between words in the sentence, and understanding relations of the sentence to sentences that preceded it (putting the meaning in context). These processes occur largely in parallel and relatively rapidly for the skilled reader.

reading strategies Techniques that a reader can use to verify the success of the reading process and use when the reading process breaks down or seems unsuccessful to the reader. Reading strategies, in contrast to the normal reading process, are largely conscious and deliberate. Engaging in reading strategies often requires the reader to engage in thinking that is *outside of the text*.

role Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: *task roles* (directly related to the objectives of the group, such as “Information giver,” “Moderator,” and “Initiator”) and *interpersonal roles* (relational roles that facilitate group interaction, such as “Harmonizer” and “Compromiser”).

Terms from Reading Standards

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self-explanation A reading strategy where a reader poses questions to himself or herself regarding the material to be learned (such as Why does the author say that?; Why does that happen?; What is this trying to say to me?; When does this happen?; How does this work?) and answers those questions. This can be accomplished silently if the learner has sufficient skills, but it generally works best if done aloud.

story-level themes A concrete statement of what occurs in a narrative text or poem. It explicitly reflects the specific events of the narrative, e.g., “Tom did not give up but persisted until he accomplished his goal.” In contrast, an abstract theme is a more general statement of concepts and ideas that transcend the story-level theme, e.g., “Tests of conscience often require courage.”

thesis A single statement that expresses the theme, central idea, or claim of a written or spoken communication.

think-aloud A reading strategy in which a teacher or student talks aloud while reading a passage. The reader states aloud the thought processes used to determine its meaning. This strategy can help a reader learn how to use self-explanation and other reading strategies while reading. When done as a group, this process can allow students to learn how more advanced readers make meaning from challenging texts.

Terms from Writing Standards

authorial persona The sum of the characteristics of the author that are revealed to the reader. Through tone, diction, and even spelling, writers make conscious choices to produce authorial personae that are appropriate to the writing task and audience.

dialectical journaling The dialectical journal is a type of double-entry note-taking that students use while reading. In two columns students write notes that form a dialogue with one another, thereby developing critical reading and reflective questioning. A common approach is to copy a quote that the student finds interesting in the left-hand column and write a response to that quote in the right-hand column.

fast writes Also known as short writes, fast writes are brief writing exercises in which students are asked to respond to a topic by writing for 5–10 minutes. Fast writes typically result in the production of a half-page or so of first-draft writing. This type of writing is also known as free writing.

free writing Writing on a subject or in response to a prompt without creating an outline ahead of time or stopping to edit. Free writing is usually done under timed conditions.

idea mapping A technique for simultaneously generating ideas (like brainstorming) and organizing them into a hierarchy (like outlining). Idea mapping typically involves multiple steps. First, the student writes an essay topic on a sheet of paper and draws a circle around it; then, the student writes categories of things that could be written about the topic and draws circles around them, with straight lines linking the circles to the central circle; then, the student writes important details related to the categories and draws circles around them; and so on.

organizational map A graphic representation of the ideas in a piece of writing that shows the connections among the ideas. An outline is one type of organizational map.

organizational patterns Recognized ways of organizing a piece of writing. Among the best-known organizational patterns are *problem-solution*, *cause-and-effect*, *description*, *question-answer*, and *compare-contrast*.

purpose vs. goal There are three general *purposes* for communicating: to inform, to persuade, or to entertain. The *goal* of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

reader-response groups Reader-response groups are small groups of students convened to respond to each other's writing. Students generally read their work aloud, and listeners are asked to comment on what they hear.

recursive Writing is a process that involves at least four distinct steps: pre-writing, drafting, revising, and editing. It is known as a recursive process, because the steps may need to be repeated several times. While you are revising, for example, you might have to return to the pre-writing step to develop and expand your ideas.

role Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: *task roles* (directly related to the objectives of the group, such as "Information giver," "Moderator," and "Initiator") and *interpersonal roles* (relational roles that facilitate group interaction, such as "Harmonizer" and "Compromiser").

Terms from Writing Standards

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rubric A scoring guide used in subjective assessments. Typically, a rubric is an explicit description of performance characteristics corresponding to points on a rating scale.

standard and nonstandard Nonstandard refers to words and phrases that may be common to the vocabularies of some English speakers but are not considered correct, or standard, English. A common nonstandard word is “ain’t.”

thesis A single statement that expresses the theme, central idea, or claim of a written or spoken communication.

Terms from Communication Standards

barriers (to listening) Things that can interfere with listening comprehension, including *physical discomfort*, *thought speed* (racing ahead of the speaker, drifting off), *prejudice* (agreement or disagreement with the speaker's views), and *distractions* (outside noise, speaker's mannerisms).

channel The medium or vehicle through which a message travels; the route by which a message travels and by which feedback is received. Channel refers to the means by which the message is communicated: oral (e.g., voice); visual (e.g., gestures); and mediated (e.g., television, radio, magazines).

communication anxiety The physiological and psychological changes that may occur when a person faces a public speaking task. These changes indicate a heightened sense of readiness and can be managed and used to the speaker's advantage.

context Anything that influences the communicators, the message, the occasion, or the situation. Context includes—but is not limited to—physical setting, the relationship of the communicators to each other, and the cultural context (beliefs and values of communicators).

deliver (a message) Many researchers agree that effective delivery or presentation of a speech or message is characterized by four qualities: naturalness, enthusiasm, confidence, and directness. Includes vocal delivery (pitch, rate, volume, quality) and visual delivery (gestures, posture, eye contact, movement).

explicit purpose (of speaker) The expressed content of a message aimed at accomplishing a goal that is stated or clearly implied.

feedback A response or reaction; information received as a response to messages. Using feedback helps a speaker know whether the message was received and understood.

fluency A fluent communicator is well prepared and delivers information in a manner that is easy to follow and that does not contain vocalized pauses.

frame (a message) When a speaker frames a message, he or she decides on the symbolic form an idea will take, taking into account audience, goal, and context.

implicit purpose (of speaker) An unstated or hidden goal within a speaker's message.

internal variables Conditions or situations that might affect *an individual's* ability to communicate; these include—but are not limited to—factors that are unique to the individual, such as emotional and physical state; self-concept; communication skills; gender; cultural background; background knowledge; memories; experiences; and attitude.

literary selection The literary text—often excerpted from a longer work of fiction, poetry, or drama—that serves as the stimulus material for an oral interpretation.

media channel The media type used to convey the message (e.g., television, radio, the Internet, billboards, movies, newspapers, magazines, video games).

message The content of a communication; what a communication is about.

mnemonic device A memory aid, such as the use of rhyming, grouping, acronyms, note-taking, visualizing, and acrostics.

Terms from Communication Standards

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noise Interference with our ability to send or receive messages. Noise can be *internal*, such as when one's mind wanders during a presentation, or *external*, such as the literal noise of an air conditioner in the background.

norms Shared or agreed-upon rules of behavior, especially within a one-on-one or group communication. These might include agreeing to take turns, not to speak too long, not to interrupt, how to respond to other group members, and so forth.

organizational patterns These may be different for *persuasive* speeches (problem-solution, cause-effect) and *informational* speeches (topical, spatial, chronological), but all organization patterns include an introduction, a body, and a conclusion.

presentational aids Visual or auditory elements that help listeners see relationships among concepts and elements, remember material, and critically examine the key elements of spoken communication.

production values The elements that make up the complete media product. In electronic media, production values include point of view, camera, shots, color and lighting, placement in the frame, and editing. In print, they include paper quality, ink color, placement on the page, editing, scale, relative position, point of view, connotation, and graphics.

purpose vs. goal There are three general *purposes* for communicating: to inform, to persuade, or to entertain. The *goal* of a communication is more specific—for instance, to convince people to join an organization, sign a petition, and so forth.

purposes for listening To *comprehend* (understand or learn), to *evaluate* (judge or critique), to *empathize* (provide comfort, understanding, and empathy), and to *appreciate* (enjoy).

regulation Agencies regulate, monitor, and control media through laws and guidelines. For example, in the United States, advertising and broadcasting regulation takes place through the Federal Trade Commission (FTC) and the Federal Communications Commission (FCC). Advertisers are encouraged to adhere to the standards of associations such as the American Association of Advertising Agencies and the American Marketing Association.

rhetorical devices Techniques used by a speaker to get a listener's attention by introducing an emotional response; these include parallelism, repetition, allusion, hyperbole, and so forth.

role Responsibilities undertaken by participants in group discussions in order to help the group achieve its objectives. Group members usually assume two types of roles: *task roles* (directly related to the objectives of the group, such as "Information-giver," "Moderator," and "Initiator") and *interpersonal roles* (relational roles that facilitate group interaction, such as "Harmonizer" and "Compromiser").

target audience A group of people within a population that media producers would like to reach. This audience can be general (e.g., children, parents, teens) or specific (e.g., homeowners, baseball fans).

thesis A single statement that expresses the theme, central idea, or claim of a written or spoken communication.

transactional communication The model of communication favored by most scholars in the field today, the transactional model builds on the earlier *linear* and *interactional* models. In the *transactional* view, communication is a "transaction" because communicators send and receive messages simultaneously—for example, a speaker sends a message, a listener provides feedback, the speaker

Terms from Communication Standards

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modifies the message accordingly, and so forth.

Communicators work to build *shared meaning*.

verbal and nonverbal cues Elements of a speaker's delivery that help determine the speaker's meaning and feelings. Verbal cues include intonation, volume, rate, pitch, and vocalized pauses. Visual (nonverbal) cues include facial expression, posture, and body language.

visual delivery The elements of visual delivery—that is, elements of visual communication that are dependent on a speaker's body and visual aids—include gestures, posture, movement, eye contact, facial expression, and the use of visual aids.

vocal delivery The elements of vocal delivery—that is, elements of a spoken communication that are dependent on a speaker's voice—include *volume* (relative loudness); *pitch* (range of sounds from high to low); *rate* (the speed at which a speaker talks); *pauses*; *vocal variety* (the use of silence to achieve effective delivery); and *pronunciation/articulation*.

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