

LANGUAGE ARTS UNIFYING STANDARDS

READING STANDARDS

- 1.0 Word Analysis, Vocabulary, and Fluency** – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.
- 2.0 Comprehension** – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the California *Recommended Readings in Literature List*.
- 3.0 Lifelong Reading Habits** – Both inside and outside of the classroom, students read a variety of materials and genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.
- 4.0 Literary Response and Analysis** – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the California *Recommended Readings in Literature List*.

WRITING STANDARDS

- 1.0 Writing Strategies** – Students organize and develop their ideas in ways that reflect an awareness of topic, purpose, and audience. They use stages of the writing process, as needed, to convey opinions, ideas, and reasoning. Their text is clear, focused, and coherent even when they need to meet timelines or write on demand.
- 2.0 Writing Applications and Genres** – Students write for a variety of purposes and audiences, combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.
- 3.0 Study and Research Skills** – Students access, locate, analyze, synthesize, and evaluate information. When needed, they incorporate it into a piece of writing, correctly crediting sources.
- 4.0 Language Expressions** – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.

LISTENING/SPEAKING STANDARDS

- 1.0 Listening Comprehension** – Students use strategies to listen, respond to, and evaluate oral communication and media. They focus on the message, follow directions, behave respectfully, and take notes when appropriate.
- 2.0 Speaking Strategies** – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and presentation techniques that guide listeners' understanding of key ideas. In discussion, students engage critically and constructively in the exchange of ideas.
- 3.0 Speaking Applications** – Students deliver well-organized formal presentations employing traditional rhetorical strategies: narration, exposition, persuasion, and description.

READING STANDARDS LEVEL 7

1.0 Word Analysis, Vocabulary, and Fluency – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.

Focus Goals (standards, outcomes, expectations)

- 1.1 Learn and use new words from reading
- 1.2 Use grade-level vocabulary in speaking and writing
- 1.3 Understand literary terms within context

2.0 Comprehension – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

- 2.1 Use strategies to comprehend informational materials and grade-level text
- 2.2 Read to analyze and evaluate information
- 2.3 Read technical/business material for practical applications

3.0 Lifelong Reading Habits – Both inside and outside of the classroom, students read a variety of materials and genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

Focus Goals (standards, outcomes, expectations)

- 3.1 Read a wide variety of genres
- 3.2 Read extensively

4.0 Literary Response and Analysis – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

- 4.1 Read and interpret poetry
- 4.2 Read and interpret narrative and dramatic literature
- 4.3 Analyze recurrent patterns in literature

WRITING STANDARDS LEVEL 7

1.0 Writing Strategies – Students organize and develop their ideas in ways that reflect an awareness of topic, purpose, and audience. They use stages of the writing process, as needed, to convey opinions, ideas, and reasoning. Their text is clear, focused, and coherent even when they need to meet timelines or write on demand.

Focus Goals (standards, outcomes, expectations)

- 1.1 Organize and focus writing
- 1.2 Create multiple-paragraph compositions
- 1.3 Revise and evaluate writing
- 1.4 Write on demand

2.0 Writing Applications and Genres – Students write for a variety of purposes and audiences, combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.

Focus Goals (standards, outcomes, expectations)

- 2.1 Write fictional, biographical, and autobiographical narratives
- 2.2 Write expository and persuasive text
- 2.3 Write technical/business text
- 2.4 Add power to writing

3.0 Study and Research Skills – Students access, locate, analyze, synthesize, and evaluate information. When needed, they incorporate it into a piece of writing, correctly crediting sources.

Focus Goals (standards, outcomes, expectations)

- 3.1 Use technology
- 3.2 Use reference sources
- 3.3 Gather, organize, and interpret information

4.0 Language Expressions – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.

Focus Goals (standards, outcomes, expectations)

- 4.1 Capitalize correctly
- 4.2 Punctuate correctly
- 4.3 Spell correctly
- 4.4 Edit writing to reflect proper grammar and usage
- 4.5 Structure sentences and paragraphs correctly

LISTENING/SPEAKING STANDARDS LEVEL 7

1.0 Listening Comprehension – Students use strategies to listen, respond to, and evaluate oral communication and media. They focus on the message, follow directions, behave respectfully, and take notes when appropriate.

Focus Goals (standards, outcomes, expectations)

- 1.1 Focus on the speaker's message
- 1.2 Evaluate what is heard
- 1.3 Follow oral directions
- 1.4 Take notes

2.0 Speaking Strategies – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and presentation techniques that guide listeners' understanding of key ideas. In discussion, students engage critically and constructively in the exchange of ideas.

Focus Goals (standards, outcomes, expectations)

- 2.1 Use organization and delivery techniques
- 2.2 Participate actively in discussions

3.0 Speaking Applications – Students deliver well-organized formal presentations employing traditional rhetorical strategies: narration, exposition, persuasion, and description.

Focus Goals (standards, outcomes, expectations)

- 3.1 Deliver narrative presentations
- 3.2 Deliver demonstration speeches
- 3.3 Deliver oral summaries of articles and books
- 3.4 Deliver research presentations
- 3.5 Deliver persuasive presentations

**READING STANDARDS
LEVEL 7**

1.0 Word Analysis, Vocabulary, and Fluency – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.

Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Learn and use new words from reading:

- θ Use literary and historical context clues to determine meaning (p/c).
- θ Use Greek, Latin (p/c), and Anglo-Saxon (c) roots, prefixes, and suffixes (p/c/s) to understand content area vocabulary (c).

1.2 Use grade-level vocabulary in speaking and writing:

- θ Use new words appropriately in speaking and writing (p).
- θ Clarify word meanings through the use of definitions, examples, restatement, or contrast (c).

1.3 Understand literary terms within context:

- θ Begin to understand in context—*cliché, colloquialism, idiom, jargon, maxim, proverb, regionalism, slang, and substandard English* (p).
- θ Distinguish between literal and figurative language (p).
- θ Identify *idioms, metaphors, similes* and *analogies* in prose and poetry (c).

2.0 Comprehension – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the California *Recommended Readings in Literature List*.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

2.1 Use strategies to comprehend informational materials and grade-level text (focus on informational materials (c):

- θ Establish a purpose for reading (p/s)—to learn, to access information, for personal interest (p).
- θ Preview titles, headings, bold-face words, visuals, summaries, and questions (p).
- θ Analyze differences among various categories of informational materials—textbooks, newspapers, instructional manuals, signs—in terms of structure and purpose (c).
- θ Use Active Reading (self-monitoring), questioning skills, visuals, and graphic organizers to further understanding (p).
- θ Recognize logical relationships—sequence (p/s), problem/solution, cause/effect (c), hypothesis/evidence, analogies, conclusion/proof (p).

2.2 Read to analyze and evaluate information:

- θ Determine the main idea, find facts (p/s).
- θ Determine the intended audience (s) and the author's purpose (p/s).
- θ Identify exaggeration and locate realistic and unrealistic details (p).
- θ Distinguish between fact and opinion (p/s) and recognize differences between editorials and news articles (p).
- θ Find similarities and differences among texts in treatment, scope, or organization (c).
- θ Identify and trace the development of an author's argument, point of view, or perspective in a text (c).
- θ Assess the validity of an author's evidence to support claims and assertions, noting bias or stereotyping (c).

2.3 Read technical/business material for practical applications:

- θ Understand and explain the use of a simple mechanical device by following technical directions (p/c).
- θ Locate information using a variety of consumer, workplace, and public documents (c).

3.0 Lifelong Reading Habits – Both inside and outside of the classroom, students read a variety of materials and genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 3.0 by the end of grade twelve:

3.1 Read a wide variety of genres (p/c/s):

- θ Read functional text (e.g., instructions, manuals, advertisements, product information, signs, maps, charts, graphs).
- θ Read narrative text (i.e., classic and contemporary fiction and nonfiction).
- θ Read expository text (e.g., magazines, newspapers, textbooks, on-line information).

3.2 Read extensively:

- θ Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- θ Make progress towards the grade 8 goal of reading independently one million words annually (c), about 20 grade-level books.
- θ Read increasingly challenging materials (p).

4.0 Literary Response and Analysis – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the *California Recommended Readings in Literature List*.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 4.0 by the end of grade twelve:

4.1 Read and interpret poetry (p):

- θ Identify different forms of poetry—*concrete, haiku, lyric, narrative, and rhymed verse*.
- θ Find figurative language.
- θ Use literary terms to analyze poetry—*alliteration, imagery, metaphor, onomatopoeia, personification, repetition, rhyme scheme, and simile*.

4.2 Read and interpret narrative and dramatic literature:

- θ Read and respond to significant works of literature that reflect and enhance the study of history and social science (c).
- θ Identify and characterize different forms of prose—*novel, short story, novella, essay, play* (c).
- θ Identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions (c).
- θ Analyze characterization by studying a character's appearance, thoughts, words, speech patterns, and actions; the narrator's description; and the reactions of other characters (p/c).
- θ Identify point of view and use terms—*first-person, third-person omniscient, third-person limited* (p).
- θ Recognize and use stylistic elements in responses—*allusion, flashback, foreshadowing, irony, symbolism, and tone* (p).
- θ Extend inferences beyond text about characters' feelings and motives, conflicts, and predictions of outcome (p/s).

4.3 Analyze recurrent patterns in literature (c):

- θ Analyze recurring, comparative themes across works (e.g., bravery, loneliness, loyalty, friendship).
- θ Contrast point of view in narrative text and how it affects the overall theme of the work (e.g., first versus third person, limited versus omniscient, subjective versus objective).
- θ Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shape those responses.

**WRITING STANDARDS
LEVEL 7**

1.0 Writing Strategies – Students organize and develop their ideas in ways that reflect an awareness of topic, purpose, and audience. They use stages of the writing process, as needed, to convey opinions, ideas, and reasoning. Their text is clear, focused, and coherent even when they need to meet timelines or write on demand.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Organize and focus writing:

- θ Use prewriting strategies to create an organizational structure that balances all aspects of the composition (c).
- θ Choose a focus that suits the audience and purpose (p/c).
- θ Use strategies of note-taking, outlining, and summarizing to structure composition drafts (c).

1.2 Create multiple-paragraph compositions:

- θ Write in different genres, using legible writing or word processing (p), at least 500-700 words (c).
- θ Write formal introductions, supporting body paragraphs, and conclusions.

Introduction:

- θ Engage the reader's interest (e.g., dialogue, rhetorical question, action, description, startling fact, quotation) (p).
- θ Begin to use a thesis statement (controlling idea) at the end of introduction paragraph to focus essay topic (p/c).

Body:

- θ Develop paragraphs that support all claims with anecdotes, descriptions, facts and statistics, and/or examples (p/c).
- θ Use effective transitions between sentences and ideas (c) and between paragraphs (p).
- θ Exclude unrelated sentences and details (p/s).

Conclusion:

- θ Include one or more element—restatement of the thesis idea, the writer's opinion, the significance of the event, the most important idea, a satisfying or dramatic closing (p).

1.3 Revise and evaluate writing:

- θ Revise writing to improve word choice and organization after checking the logic of the ideas and the precision of the vocabulary (c).
- θ Identify irrelevant information (s).
- θ Use feedback from peers, self-evaluations, checklists, and rubrics to make revisions (p).

1.4 Write on demand (p):

- θ Submit assignments on time
- θ Complete all parts of research papers by incremental deadlines.
- θ Practice completing prewriting/drafting in prescribed time limits in preparation for assessments.

2.0 Writing Applications and Genres – Students write for a variety of purposes and audiences combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

2.1 Write fictional, biographical, and autobiographical narratives: *

- θ Use narrative and descriptive strategies—engaging opening; dialogue; figurative language; rich details about a person's appearance, personality, and actions; suspense (p/c).
- θ Develop a standard plot line (beginning, conflict, rising action, climax, denouement) and point of view (p/c).
- θ Develop complex major and minor characters and a definite setting (c).

2.2 Write expository and persuasive text

Persuasive essays (c): *

- θ State a clear position or perspective in support of a proposition or proposal.
- θ Describe supportive points with well-articulated evidence.
- θ Anticipate and address reader concerns and counter-arguments.

Interpretive responses (p/c): *

- θ Develop interpretations that reflect careful reading, understanding, and insight (c) about a quote, passage, character, or incident from literature (p).
- θ Organize interpretations around several clear ideas, premises, or images (c).
- θ Justify interpretations through sustained use of examples and textual evidence (p/c).

Research reports of information (p/c): *

- θ Present the writer as an authority on a topic (p).
- θ Narrow a topic (p) by posing relevant and tightly drawn questions that lead to inquiry, investigation and research (c).
- θ Convey clear and accurate perspectives on the subject (c).
- θ Include evidence generated through the formal research process—use an outline, note cards, card catalog, *Reader's Guide*, library software, magazines, newspapers, dictionaries (c)
- θ Use two or more sources in addition to an encyclopedia (p).
- θ Give credit for both quoted and paraphrased information using citations (c) and include a bibliography (p/c), MLA style (p).

Summaries of reading materials (c): *

- θ Include the main ideas and most significant details.
- θ Write in student's own words, except for quotations from a source.
- θ Reflect the underlying meaning of the source, not just superficial details.

Speculation about causes or effects (p):

- θ Chart the possible causes or effects of a character's behavior, historic event or trend, or the outcome of a scientific experiment.

Problem/solution speech or letter (p):

- θ Write a letter, article, or essay that defines and discusses the problem and proposes one or more plausible solutions.
- θ Convince the reader to accept the proposed solution; mention and may address counter-arguments.

Observational writing (p):

- θ Write a first-hand observation from notes taken at an event, experiment, or demonstration (p).

2.3 Write technical/business text (p):

- θ Write a letter of complaint, using correct business letter form.
- θ Write about a technical process (e.g., a lab report reflecting the scientific process, problem-solving in math).

2.4 Add power to writing (p):

- θ Use literary devices and figurative language (hyperbole, metaphor, simile, personification, alliteration, onomatopoeia).
- θ Emphasize action verbs (not "to be" verbs).
- θ Vary sentence openings—prepositional phrase, adverb, gerund, appositive—and sentence patterns.
- θ Vary word choice by using synonyms and descriptive words.

3.0 Study and Research Skills – Students access, locate, analyze, synthesize, and evaluate information. When needed, they incorporate it into a piece of writing, correctly crediting sources.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 3.0 by the end of grade twelve:

3.1 Use technology (c):

- θ Create documents using word-processing skills and publishing programs.
- θ Develop simple databases and spreadsheets to manage information and prepare reports.

3.2 Use reference sources:

- θ Locate information with a glossary, thesaurus, style manual, and all parts of a textbook (p/c/s).
- θ Use library and media sources—almanac, atlas, CD-ROM, all library software, on-line sources, and periodicals.
- θ Use dictionary guide words, syllables, pronunciation, and definitions (p/c/s).
- θ Use consumer, workplace, and public documents (c).

3.3 Gather, organize, and interpret information:

- θ Identify topics, ask and evaluate questions, develop ideas leading to inquiry, investigation, and research (c).
- θ Read and use primary and secondary sources (p).
- θ Outline, take notes, summarize, and create logical groupings using graphic organizers (p/c/s).
- θ Take notes on notecards, emphasizing one idea per card and paraphrasing rather than copying (p).
- θ Cite quoted and paraphrased information in a bibliography to avoid plagiarism (c).

4.0 Language Expressions – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 4.0 by the end of grade twelve:

4.1 Capitalize correctly:

- θ Practice and apply all skills learned in levels 1-6 in order to maintain mastery (p/c/s).
- θ Review street names, personal titles, countries, proper adjectives, and historical eras (s).

4.2 Punctuate correctly:

- θ Practice and apply all skills learned in levels 1-6 in order to maintain mastery (p/c/s).
- θ Identify and use hyphens, dashes, and brackets (c); use a hyphen with a compound word as an adjective (s).
- θ Use a comma before the conjunction in a compound sentence (p) and after an introductory dependent clause (c).
- θ Use a semicolon between two clauses of a compound sentence that are not joined by a conjunction (c).

4.3 Spell correctly:

- θ Practice and apply all skills learned in levels 1-6 in order to maintain mastery (p/c/s).
- θ Spell derivatives by applying the spellings of root words with prefixes and suffixes (p/c/s).
- θ Identify incorrectly used homophones (s).

4.4 Edit writing to reflect proper grammar and usage:

- θ Practice and apply all skills learned in levels 1-6 in order to maintain mastery level (p/c/s).
- θ Identify all parts of speech (p/c) and types and structure of sentences (including phrases and clauses) (c).
- θ Identify and use infinitives, participles and clear pronoun/antecedent references (p/c/s).
- θ Use pronouns correctly as predicate nominatives, direct and indirect objects, and objects of prepositions (p).
- θ Use perfect verb tenses (present, past, future—has/have/will have shown) correctly (p).
- θ Use comparatives and superlatives of adjectives and adverbs (p).

4.5 Structure sentences and paragraphs correctly:

- θ Eliminate run-ons, identify fragments (p/s), and begin to correct comma splices (p).
- θ Place modifiers properly and use active voice (c).
- θ Edit for redundancies and irrelevant information (s).

LISTENING/SPEAKING STANDARDS LEVEL 7

1.0 Listening Comprehension – Students use strategies to listen, respond to, and evaluate oral communication in media. They focus on the message, follow directions, behave respectfully, and take notes when appropriate.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Focus on the speaker’s message:

- θ Maintain prolonged eye contact; wait before asking relevant questions (p).
- θ Determine the speaker’s attitude toward the subject (c).
- θ Ask probing questions to gather information and evidence to support the speaker’s claims and conclusions (c).
- θ Respond to persuasive messages with questions, challenges, or affirmations (c).
- θ Behave respectfully with appropriate responses (p).

1.2 Evaluate what is heard:

- θ Identify the speaker’s intent, qualifications, and motivations (p).
- θ Recognize subtle propaganda techniques—band wagon, snob appeal, personal testimony, sex appeal, sense of acceptance, urgency, “free” and “bargain” (p).
- θ Distinguish fact from opinion (p).
- θ Identify persuasive techniques—emotional appeal, logical argument, common needs and motives (p).
- θ Evaluate the coherence, logic, and overall impact of the content and delivery of the speech (c).
- θ Use constructive criticism to improve own performance (p).
- θ Analyze the effect of images, text, and sound in electronic journalism, distinguishing the techniques used to achieve the effects (c).

1.3 Follow oral directions (p).

1.4 Take notes (p):

- θ Use various organizers—T-charts, Cornell notes, clustering, mapping, listing, outlining.
- θ Identify main and subordinate ideas.
- θ Begin to write key ideas rather than recording everything the speaker says.

2.0 Speaking Strategies – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and use presentation techniques that guide listeners’ understanding of key ideas. In discussions, students engage critically and constructively in the exchange of ideas.

At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

2.1 Use organization and delivery techniques:

- θ Organize information to achieve a given purpose and to appeal to the needs and interests of the audience (p/c).
- θ Arrange details, reasons, descriptions, and examples effectively and persuasively (c) using language that adapts to the audience (p).
- θ List main points on note cards and begin to speak from note cards (p).
- θ Demonstrate appropriate posture (p) and begin to make eye contact (p).
- θ Use effective voice modulation, inflection, tempo, and enunciation (c).
- θ Begin to eliminate verbal static (uh-huh, um) (p).
- θ Use multimedia visual aids—charts, maps, graphs, tapes, models, computer-aided graphics (p/c).

2.2 Participate actively in discussions (p):

- θ Begin to refrain from making uninformed comments, interrupting, or dominating discussions.
- θ Ask relevant and clarifying questions.
- θ Argue ideas without personal attacks.

3.0 Speaking Applications – Students deliver well-organized formal presentations employing traditional rhetorical strategies: narration, exposition, persuasion, and description.
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At Level 7, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 3.0 by the end of grade twelve:

3.1 Deliver narrative presentations (c): *

- θ Develop a context, plot line (i.e., beginning, conflict, rising action, climax, denouement), and/or point of view.
- θ Describe complex major and minor characters and a definite setting.
- θ Use narrative and descriptive strategies (e.g., dialogue, action, suspense).

3.2 Deliver demonstration speeches (p):

- θ Explain a process clearly with an engaging introduction and steps in sequential order.
- θ Use visual aids.
- θ Conclude with a summary of the critical elements of the process.

3.3 Deliver oral summaries of articles and books (c): *

- θ Include the main ideas of the event or article and the most significant details.
- θ Use the student's own words, except for material quoted from the source.
- θ Convey a comprehensive understanding of the source, not just the superficial details.

3.4 Deliver research presentations: *

- θ Pose relevant and concise questions about a topic or individual (p/c).
- θ Convey clear and accurate perspectives on the subject (c).
- θ Include evidence found through the formal research process—card catalog, *Reader's Guide*, library software, magazines, newspapers, dictionaries (c).
- θ Conclude by summarizing critical information (p).

3.5 Deliver persuasive presentations (c): *

- θ State a clear position or perspective in support of a proposition or proposal.
- θ Describe the points in support of the proposition, employing well-articulated evidence.