

## 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 8

**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 application

**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 8

**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 into multiple-paragraph compositions
- 1.2 Revise and evaluate writing
- 1.3 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 and historical narratives and poetry
- 2.2 Write expository and persuasive essays
- 2.3 Write technical/business text
- 2.4 Write with 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.

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 correctly

## LISTENING/SPEAKING STANDARDS LEVEL 8

**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 (biographical/autobiographical)
- 3.2 Deliver oral interpretation
- 3.3 Deliver oral responses to literature
- 3.4 Deliver research presentations or debates
- 3.5 Deliver persuasive presentations

**READING STANDARDS  
LEVEL 8**

**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.

At Level 8, 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 context clues to determine meaning (p).
- θ Use metaphors, similes, analogies, and idioms to infer the literal and figurative meanings of phrases (p/c).
- θ Use Greek and Latin roots, prefixes, and suffixes (p); history of the English language (c); and word origins (s) as clues to word meanings.

**1.2 Use grade-level vocabulary in speaking and writing:**

- θ Use new words appropriately in speaking and writing (p/c), verifying meanings by definition, restatement, example, comparison, or contrast (c).

**1.3 Understand literary terms within context (p):**

- θ Use and understand in context—*cliché, colloquialism, idiom, jargon, maxim, proverb, regionalism, slang, and sub-standard English*.
- θ Distinguish between literal and figurative language.

**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 materials they read are illustrated in the *California Recommended Readings in Literature* list.

At Level 8, 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, listening, or viewing—to learn, to access information, for personal interest (p)
- θ Preview titles, headings, bold-faced words, visuals, summaries, and questions (p).
- θ Use Active Reading (self-monitoring), questioning skills, and graphic organizers to further understanding (p).
- θ Recognize relationships and patterns—sequence, problem/solution, cause/effect, hypothesis/evidence, analogies, comparison/contrast (p), and proposition/support (c).

**2.2 Read to analyze and evaluate information:**

- θ Determine the main idea, find facts (p/s), and distinguish between realistic and unrealistic details (p).
- θ Identify or infer the intended audience (s) and the author's purpose (p/s/c).
- θ Distinguish between fact and opinion (p/s) and recognize persuasive techniques in editorials and speeches (p).
- θ Find similarities and differences among texts in treatment, scope, or organization (c).
- θ Compare original text to a summary for accuracy of main ideas, details, and underlying meaning (c).
- θ Evaluate the unity, coherence, logic, internal consistency, and structural patterns of texts (c).

**2.3 Read technical/business material for practical application:**

- θ Compare and contrast structural features of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instructional manuals) (c).
- θ Understand and explain the use of a complex mechanical device by following technical directions (p/c).
- θ Use consumer, workplace, and public documents to explain a situation or decision or to solve a problem (p/c).

**3.0 Lifelong Reading Habits** – Both inside and outside of the classroom, students read a variety of materials at 1 genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

At Level 8, 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., manuals, product labels, game rules, maps, charts, schedules).
- 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 Meet 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 8, 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:**

- θ Identify and characterize different forms of poetry—*ballad, lyric, couplet, epic, elegy, ode, sonnet* (c), *concrete, free verse, haiku, narrative* (p)
- θ Use literary terms to analyze and interpret (c) poetry—*alliteration, basic meter patterns, extended metaphor, hyperbole, imagery, metaphor, onomatopoeia, personification, repetition, rhyme scheme, and simile* (p)

**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 evaluate the elements of plot: *subplots, parallel episodes, climax* (c), *exposition, conflict, resolution* (p), *plot development*, and how conflicts are or are not addressed and resolved (c).
- θ Analyze the relevance of setting (place, time, customs) to the mood, tone, and meaning of text (p/c).
- θ Analyze characterization and interpret theme or message (p).
- θ Recognize and use stylistic elements in responses—*allusion, flashback, foreshadowing, irony, point of view (first-person, third-person omniscient, and third-person limited), symbolism, and tone* (p).
- θ Extend inferences beyond text (s) about plot, characters, setting, dialogue, author's purpose, predictions of outcome, and theme (p).

**4.3 Analyze recurrent patterns in literature (c):**

- θ Analyze recurring, comparative themes across works (e.g., good and evil, coming-of-age).
- θ Compare and contrast motivations, traits, and reactions of characters from different eras confronting similar conflicts.
- θ Identify significant devices (e.g., *metaphor, symbolism, dialect, and irony*) that define an author's style, and use the elements to interpret the work.
- θ Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author.

**WRITING STANDARDS  
LEVEL 8**

**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 8, 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 into multiple-paragraph compositions:**

- θ Determine an organizational pattern suited to the topic, purpose, and audience (p/c).
- θ Establish voice, tone, and consistent point of view (p/c).
- θ Write in different genres, using legible writing or word processing (p), at least 500-700 words (c).

Introduction:

- θ Engage the reader's interest (e.g., dialogue, rhetorical question, action, description, startling fact, quotation) (p).
- θ Establish a controlling impression or a coherent thesis (p/c) near the end of the introduction paragraph (p).

Body:

- θ Develop topic sentences that connect to the main idea.
- θ Support the thesis with details, comparison, contrast, facts, examples (p), analogies, paraphrases, quotations and opinions from authorities (c).
- θ Establish coherence between and within paragraphs through effective transitions (p/c).

Conclusion:

- θ Restate the thesis using different words (p).
- θ Offer the writer's opinion, significance of the incident or event, summary of the most important ideas, an appeal to the reader, and/or a satisfying or dramatic ending (p).

**1.2 Revise and evaluate writing:**

- θ Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas (c).
- θ Identify irrelevant information (s).
- θ Use feedback from peers, and self-editing, and rubrics to make revisions (p).

**1.3 Write on demand:**

- θ Submit assignments on time; complete all parts of research papers by incremental deadlines (p).
- θ Practice completing prewriting/drafting in prescribed time limits in preparation for assessments (p).
- θ Respond to a test question that requires writing a paragraph (p).

**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 8, 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 and historical narratives and poetry:**

- θ Relate a clear, coherent incident or situation by using well-chosen sensory details and figurative language (p/c). \*
- θ Reveal the significance of the event or the writer's attitude about the subject (c).
- θ Use narrative and descriptive strategies—engaging opening, dialogue, physical description, background description, comparison/contrast of characters, a logical sequence of events, consistent point of view (p/c).
- θ Recreate an experience through an “eye witness” account, using “showing” language and locating the subject of the observation in a specific time and place (p).
- θ Write parallel poetry imitating ballads, couplets, epics, elegies, odes, or sonnets of renowned poets as models (p).
- θ Write poems or scenes about literature or history to analyze or reflect the significance of persons or events (p).

**2.2 Write expository and persuasive essays:**Persuasive essays (c): \*

- θ Include a well-defined thesis that makes a clear and knowledgeable judgment.
- θ Support arguments with detailed evidence, examples and reasoning, differentiating between evidence and opinion.
- θ Arrange details, reasons, and examples to effectively anticipate and answer reader concerns and counter-arguments.

Evaluative essay (p):

- θ Write a personal endorsement or review that establishes criteria for evaluating the subject.
- θ Determine a judgment, present it to the audience, and use it as the controlling idea.
- θ Support the judgment with well-chosen reasons and convincing evidence.

Interpretive responses (p/c): \*

- θ Develop an interpretive opinion, based on careful reading and insight, about a character, symbol, or idea (p/c).
- θ Connect own responses to the writer's techniques and to specific evidence in the text (p/c).
- θ Draw inferences about the effects of the work on its audience (c).
- θ Support judgements through references to the text, other works, the author, or to personal knowledge (c).

Problem/solution speeches or letters (p):

- θ Discuss both sides of a problem and propose a solution, perhaps in an assumed historical persona

Research reports of information (p/c): \*

- θ Define a thesis (c) or controlling idea and present the writer as an authority on a topic (p).
- θ Record important ideas, concepts, and quotations from significant sources, paraphrasing and summarizing all perspectives on the topic, as appropriate (p/c) using MLA style (p).
- θ Use multiple types of primary and secondary sources (p), distinguishing the value and nature of each (c).
- θ Organize and record information on charts, maps, and graphs (c).
- θ Write a bibliography (p/c) in MLA style (p).

Speculative essays (p):

- θ Describe a situation, event or trend, proposing imaginative yet plausible causes or effects.
- θ Argue for causes or effects with convincing anecdotes, facts, or examples.

**2.3 Write technical/business text: \***

- θ Write documents related to career development, including business letters, job application, letter of inquiry, and memorandum (c).
- θ Write technical documents (c) to explain a complex operation, situation (c) or process (p) (e.g., design a system, operate a tool, bylaws of an organization).
- θ Identify the sequence of activities needed to create the product, service, or system and include all facts and variables to be considered (c).
- θ Use formatting techniques (e.g., headings, differing fonts, spacing) to aid comprehension (c).

**2.4 Write with power and impact:**

- θ Use formal or informal style appropriately (p).
- θ Use figurative language, literary devices, precise nouns, and descriptive words (p).
- θ Emphasize action verbs (not "to be" verbs) and active (not passive) voice (p).
- θ Vary sentence openings—infinitive, past/present participle, prepositional phrase, adverb, gerund, appositive, adverbial clause (p).
- θ Vary sentence lengths and types to create a lively and effective personal style (p/c).

**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 8, 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 Plan and conduct multiple-step information searches using computer networks and modem-delivered services.
- θ Use word processing for multi-page documents of 500-700 words.
- θ Apply formatting techniques—headings, differing fonts.

**3.2 Use reference sources (p/c/s):**

- θ Practice accessing and using sources identified in levels 1-7.

**3.3 Gather, organize, and interpret information:**

- θ Outline, take notes (p), organize, and record information on increasingly complex charts, maps, and graphs (c).
- θ Distinguish differences and value in a variety of primary and secondary sources (c).
- θ Cite quoted and paraphrased information in a bibliography to avoid plagiarism (p/c).
- θ Achieve effective balance between researched information and original ideas (c).

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

At Level 8, 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 1-7 to maintain mastery(p/c/s).
- θ Review proper nouns, proper adjectives, and personal titles (s).

**4.2 Punctuate correctly:**

- θ Practice and apply all skills learned in levels 1-7 to maintain mastery (p/c/s).
- θ Use a semicolon between independent clauses to avoid comma splices (p).
- θ Use a comma after an introductory phrase, dependent clause, or expression (p).
- θ Review quotations marks in dialogue, apostrophes with possessives, and commas (s).

**4.3 Spell correctly:**

- θ Practice and apply all previously learned skills to maintain mastery (p/c/s).
- θ Review spelling of phonetic segments with multiple representations, prefixes and suffixes, long and short vowels, and homophones (s).

**4.4 Edit writing to reflect proper grammar and usage:**

- θ Make subjects and verbs agree (p/c).
- θ Use consistent verb tenses and perfect verb tenses (has/have/will have shown) correctly (p/c).
- θ Clarify missing and unclear pronoun antecedents (p/c).
- θ Correct misplaced or dangling modifiers (p/c).

**4.5 Structure sentences correctly:**

- θ Correct run-on sentences including comma splices (p/c/s).
- θ Avoid sentence fragments by differentiating between phrases and dependent clauses and independent clauses.
- θ Identify and use parallel structure in all written discourse, including similar grammatical forms to present items in a series, complements, and items juxtaposed for emphasis (c).
- θ Use subordination, coordination, apposition and other devices to clarify the relationship between ideas (c).

**LISTENING/SPEAKING STANDARDS  
LEVEL 8**

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

At Level 8, 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 attention (p); wait before asking relevant questions (p/c) concerning the speaker’s content, delivery, and purpose (c).
- θ Paraphrase a speaker’s purpose and point of view (c).
- θ Ask clarifying questions for better understanding (p/c).
- θ Behave respectfully with appropriate responses (p).

**1.2 Evaluate what is heard:**

- θ Evaluate the speaker’s intent and credibility—hidden agendas, slanted or biased material (p/c).
- θ Identify and define propaganda techniques—band wagon, testimony, 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 Recognize related concepts; identify supportive data (p).
- θ Evaluate constructive criticism to improve own performance (p).
- θ Analyze oral interpretations of literature and how word choice and delivery affect the listener (c).
- θ Evaluate ways that graphic artists, illustrators, and news photographers communicate information and influence impressions and opinions (c).

**1.3 Follow directions (p).**

**1.4 Take notes (p):**

- θ Use various organizers—T-charts, Cornell notes, clustering, mapping, listing, outlining.
- θ Use note-taking techniques—abbreviations, key words, indenting, underlining, starring, leaving spaces to identify main and subordinate ideas.

**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 8, 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 particular purposes, matching the message, vocabulary, voice modulation, expression, and tone to audience and purpose (p/c).
- θ Prepare a speech outline including an introduction, transitions, previews, and summaries, a logically developed body, and effective conclusion (c).
- θ Speak from note cards (p).
- θ Use precise language, action verbs, sensory details, colorful modifiers, and active rather than passive voice (p/c).
- θ Use appropriate grammar, word choice, enunciation, and pace during formal presentations (c).
- θ Demonstrate appropriate posture, appearance, gestures, expressions, and eye contact (p).
- θ 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 Refrain from making uninformed comments, interrupting, or dominating discussions.
- θ Build on comments of others and ask relevant questions.
- θ Argue ideas without personal attacks or judgments.
- θ Discuss multiple viewpoints and negotiate if necessary.

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

At Level 8, 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 (biographical/autobiographical): \***

- θ Relate an incident, (early childhood memory-p) event, or situation clearly and coherently by using well-chosen details (p/c).
- θ Use narrative and descriptive strategies (e.g., dialogue, specific action, physical description, background description, comparison or contrast of characters, suspense) (c).
- θ Conclude with the significance of the incident, event, or situation (p/c).

**3.2 Deliver oral interpretation: \***

- θ Recite prose or poetry (p/c), four to six stanzas (c); sections of speeches, or dramatic soliloquies (c).
- θ Use appropriate inflection, articulation, projection, pace, and pausing (p), modulation, tone, and gestures (c).

**3.3 Deliver oral responses to literature (c): \***

- θ Interpret reading and provide insight.
- θ Connect own responses to the writer's techniques and textual references.
- θ Draw inferences about the effects of the work on the audience.
- θ Support judgments through references to the text, other works, authors, or personal knowledge.

**3.4 Deliver research presentations (c) \* or debates (p):**

- θ Refine a thesis (for presentation) or 2-3 arguments (for debate).
- θ Support thesis or arguments with supporting evidence—ideas, concepts, or quotations from several sources paraphrasing and summarizing relevant perspectives on the topic (p/c).
- θ Use primary and secondary sources (c).

**3.5 Deliver persuasive presentations: \***

- θ Include an attention-getting introduction (p) and a clear thesis that makes a knowledgeable judgement (c).
- θ Support arguments with detailed evidence, examples, and reasoning (c/p), differentiating evidence from opinion (c).
- θ Anticipate opposition and answer counter-arguments through the inclusion and arrangement of details, reasons, and examples (p/c).
- θ Maintain a reasonable tone (c) and conclude with an appeal for support (p).