

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 10

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 Use vocabulary encountered through reading and learning new concepts
- 1.2 Recognize the use and purpose of terms about 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*.

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 (with an emphasis on informational materials)
- 2.3 Read, apply, and evaluate technical/business material

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 and themes in literature

WRITING STANDARDS LEVEL 10

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 Organize and structure essays
- 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 narratives
- 2.2 Write interpretive responses to literature
- 2.3 Write expository compositions, including analytical essays and research reports
- 2.4 Write persuasive essays
- 2.5 Write technical/business text
- 2.6 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, punctuate, and spell correctly
- 4.2 Edit writing to reflect proper grammar and usage
- 4.3 Structure sentences correctly
- 4.4 Use manuscript form

LISTENING/SPEAKING STANDARDS LEVEL 10

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 Comprehend oral and media presentations
- 1.2 Analyze and evaluate oral and media communication
- 1.3 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 use 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 organizational strategies
- 2.2 Use delivery techniques
- 2.3 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 expository presentations
- 3.2 Deliver oral responses to literature
- 3.3 Apply appropriate interviewing techniques
- 3.4 Deliver persuasive arguments

**READING STANDARDS
LEVEL 10**

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 10, 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 Use vocabulary encountered through reading and learning new concepts:

- θ Use context clues and structural analysis to determine meaning (p/s). **
- θ Identify and use the literal and figurative meanings of words (p/c) and understand word derivations (e.g., *maverick* from Texas cattle rancher Samuel Maverick, who did not brand his calves) (c).
- θ Use root words and Greek, Roman, and Norse mythology to understand the meaning of new words (e.g., *solar*, *solstice*, *solarium* from Sol, Roman god of the sun) (c).
- θ Distinguish between the denotative and connotative meanings of words (p/c) and interpret the connotative power of words (c).

1.2 Recognize the use and purpose of terms about language (p):

- θ Use and understand in context—*cliché*, *colloquialism*, *connotation*, *denotation*, *idiom*, *jargon*, *maxim*, *proverb*, *regionalism*, *slang*, and *sub-standard English*.

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*. *ist*.

At Level 10, 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 (c/s) and grade-level text: **

- θ Adjust strategies for different material and purposes (p/s).
- θ Use strategies such as SQ3R (survey, question, read, recite, review) to gain information (p).
- θ Generate relevant questions about readings on issues that can be researched (c).
- θ Find relationships and use terminology—*general/specific*, *subordinate/coordinate*, *conclusion/proof*, *hypothesis/evidence*, *analogies*, *comparison/contrast*, *cause/effect*, and *problem/solution* (p/s).

2.2 Read to analyze and evaluate information (with an emphasis on informational materials): **

- θ Determine the main idea, find facts, recognize sequence, predict outcomes, and make inferences (p/s).
- θ Determine or infer the intended audience and the author's purpose (p/c/s).
- θ Analyze the way in which the author's intent affects the structure and tone of the text (e.g. in editorials, political speeches, primary source material, professional journals) (c). *
- θ Distinguish between fact and opinion (p/s) and recognize persuasive techniques and bias (p).
- θ Form opinions, draw conclusions (s), and make informed decisions* based on reading (p).
- θ Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension (c/s).
- θ Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence and the comprehensiveness of evidence (c/s).

2.3 Read, apply, and evaluate technical/business material (c): **

- θ Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators, specialized software programs, access guides to World Wide Web sites on the Internet).
- θ Analyze the structure and format of functional workplace documents (e.g., business letters, memos, and procedural manuals), including the graphics and headers, and explain how authors use the features to achieve their purposes.
- θ Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (s).
- θ Prepare a bibliography of references for a report using a variety of consumer, workplace, and public documents.*

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 10, 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., consumer,* workplace, and public* documents; technical manuals; charts; graphs).
- θ Read narrative text (i.e., classic and contemporary fiction and nonfiction).
- θ Read expository text (e.g., magazines, newspapers, textbooks, online information).

3.2 Read extensively: **

- θ Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- θ Read independently one and one-half million words annually (c), equivalent to approximately 20 grade-level books or a combination of other materials.
- 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 10, 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—*free verse, narrative, sonnet** and *rhymed verse* (p).
- θ Use figurative language terms to analyze and interpret poetry—*alliteration, hyperbole, imagery, metaphor, onomatopoeia, oxymoron, personification, rhyme scheme, and simile* (p/s).

4.2 Read and interpret narrative and dramatic literature:

- θ Read and respond to significant works that reflect and enhance the study of history and social science (c).
- θ Determine characters' traits by what is said in narration, dialogue, dramatic monologue, soliloquy, and interior monologue as well as through physical description, actions, motivation, and reactions of other characters (p/c/s).
- θ Analyze interactions between main and subordinate characters (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot (c/s). *
- θ Recognize and use stylistic elements in responses—*allusion, flashback, foreshadowing, irony, paradox,* point of view, symbolism, and tone* (p/s).
- θ Recognize and understand the significance of various literary devices—including figurative language, imagery, allegory, and symbolism—and explain their appeal (c).*
- θ Explain how voice, persona, and the choice of narrator affect tone, characterization, plot, and credibility (c).
- θ Identify and describe the function of *dialogue, protagonist/antagonist, scene designs, soliloquies, asides, stage directions, and character foils* in dramatic literature (p/c).
- θ Interpret the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text (c).*
- θ Extend inferences beyond the text about plot, characters, setting, dialogue, author's purpose, predictions of outcome, and theme (p/s).
- θ Analyze how a work of literature is related to the themes and issues of its historical period (i.e., the historical approach to literary criticism) (p/c).
- θ Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (i.e., the aesthetic approach to literary criticism) (c). *

4.3 Analyze recurrent patterns and themes in literature:

- θ Articulate the purposes and characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue) (c).
- θ Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic (c).
- θ Begin to characterize modes and use terms—*romanticism, realism, and naturalism* (p). *

**WRITING STANDARDS
LEVEL 10**

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 10, 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 and maintain a consistent tone and focus suited to the topic, purpose, and audience (p/c/s).
- θ Write coherent, focused texts using legible writing or word processing (p), at least 1,500 words (about five to six pages, typed double-spaced) (c).
- θ Determine the number and sequence of paragraphs necessary to develop a thesis or central idea (p).

1.2 Organize and structure essays:

Introduction:

- θ Engage the reader's interest (e.g., quotation, description, surprising statistic,* anecdote*) and provide necessary background information (p).
- θ Include a focused and coherent thesis that conveys a clear and distinctive perspective on the subject (p/c).

Body:

- θ Develop support theses (topic sentences) and select evidence to support the thesis idea effectively (p/s).
- θ Develop key ideas through reasons, facts, anecdotes, examples, comparison, contrast, and/or quotations (p).
- θ Organize concrete details, commentary, and clincher sentences within cohesive support paragraphs (p).
- θ Establish coherence between and within paragraphs through effective transitions (p/c/s).

Conclusion:

- θ Restate the thesis using different words (p).
- θ Offer the writer's opinion, an application of the thesis to readers' lives,* an appeal to the reader, and/or a satisfying or dramatic ending (p).

1.3 Revise and evaluate writing:

- θ Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context (c).
- θ Use feedback from peers, self-editing, and rubrics to make revisions (p).
- θ Edit for redundancies, irrelevancies, conciseness, and clarity (s).

1.4 Write on demand (p): **

- θ Submit assignments on time; complete all parts of long-term writing assignments by incremental deadlines.
- θ Write timed essays and answer essay questions* using appropriate steps in the writing process.

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 10, 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 narratives (p):

- θ Create prologues, epilogues, missing scenes, chapters, sequels, or alternative endings for literature. *

2.2 Write interpretive responses to literature:

- θ Narrow a theme from broad classroom discussion and incorporate it into a thematic analysis (p).
- θ Develop interpretations that demonstrate a comprehensive grasp of the significant ideas of works or passages (c).
- θ Support important ideas and viewpoints through accurate and detailed references to the text or to other works (c).
- θ Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created (c).
- θ Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text (c). *
- θ Integrate quotations and citations into written text, while maintaining the flow of ideas (p/c).

2.3 Write expository compositions, including analytical essays and research reports: **

- θ Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives (c).
- θ Convey information and ideas from primary and secondary sources* accurately and coherently (p/c).
- θ Extend ideas from primary or secondary sources through original analysis, evaluation, and elaboration (c).*
- θ Anticipate and address readers' potential misunderstandings, biases, and expectations (c).
- θ Use appropriate conventions for documentation in text and bibliographies, adhering to MLA style (p/c).

2.4 Write persuasive essays: **

- θ Structure ideas and arguments in a sustained and logical fashion. (c)
- θ Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). (c)
- θ Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs, and logical reasoning. (c/p)
- θ Address readers' concerns, counter-claims, biases, and expectations. (c/p)

2.5 Write technical/business text (c): **

- θ Write technical documents (e.g., a manual on rules of behavior for conflict resolution,* procedures for conducting a meeting,* minutes of a meeting) that report information and convey ideas logically and correctly.
- θ Offer detailed and accurate specifications. *
- θ Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). *
- θ Anticipate readers' problems, mistakes, and misunderstanding. *

2.6 Write with power and impact:

- θ Use formal or informal style and language appropriately (p).
- θ Use precise language (s), action verbs, sensory details, appropriate modifiers (s), and active rather than passive voice (p/c).
- θ Avoid the use of "there is/there are" sentence constructions (p).
- θ Use a variety of sentence types—simple, compound, complex, and compound-complex—and patterns (p).

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

At Level 10, 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 Employ appropriate technology to organize and record information on charts, maps, and graphs.
- θ Design and publish documents using advanced publishing software and graphic programs.
- θ Use technical terms and notations accurately.

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

- θ Access library and media sources—computerized card catalog, microfiche, *Newsbank*, *Reader's Guide* (s), print materials, on-line sources, *SIRS*, and other library software and reference room material.
- θ Select suitable research sources and methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources (p/c) including community resources (e.g., interviews, museums, businesses (p). *
- θ Access career information (p), consumer, workplace, and public documents (c).*

3.3 Gather, organize, and interpret information: **

- θ Generate relevant questions about issues that can be researched (p/c).
- θ Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents) (c). *
- θ Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration (c).*
- θ Integrate quotations and citations into a written text while maintaining the flow of ideas (c).
- θ Use appropriate conventions for documentation in the text and bibliographies (s), adhering to MLA style (p/c).

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

At Level 10, 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, punctuate, and spell correctly:

- θ Use a semicolon before and a comma following a conjunctive adverb (e.g., *therefore, however, wherever*) when connecting independent clauses (p/s). *
- θ Use hyphens, colons (s), semicolons (s), and ellipses correctly (c).
- θ Distinguish between restrictive and non-restrictive phrases, clauses, or words, and use commas correctly (p/s). *

4.2 Edit writing to reflect proper grammar and usage:

- θ Identify and use clauses (main and subordinate) and phrases (e.g., gerund, infinitive, and participle) correctly (c).
- θ Maintain present tense when writing about literature (p). *
- θ Use consistent verb tense and edit for subject/verb agreement (p/c/s).
- θ Edit for pronoun-antecedent agreement (p/s).
- θ Edit for these and previously targeted common usage problems—*affect/effect, amount/number, past/passed, can/may, among/between, less/fewer, well/good, accept/except* (p). *

4.3 Structure sentences correctly:

- θ Demonstrate an understanding of parallel structure, subordination, and proper placement of modifiers (c/s). *

4.4 Use manuscript form:

- θ Format and punctuate correctly a quotation within a quotation and a block quotation (p). *
- θ Reflect appropriate MLA (p) manuscript requirements—title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations (c).

LISTENING/SPEAKING STANDARDS LEVEL 10

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.

At Level 10, 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 Comprehend oral and media presentations (p): **

- θ Maintain attention, behave respectfully, and ask relevant and clarifying questions.
- θ Summarize oral information.

1.2 Analyze and evaluate oral and media communication:

- θ Analyze and evaluate* the speaker’s intent, qualifications, and motivation (p).
- θ Assess how language and delivery affect the mood and tone of the oral communication and impact the audience (c).
- θ Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable (c). ** *
- θ Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic (c). ** *
- θ Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event (c). **
- θ Evaluate constructive criticism to improve own performance (p).

1.3 Take notes (p): **

- θ Select format for notes best suited to purpose. *
- θ Begin to identify oral clues that signify the importance of ideas—inflection, tone, volume, significant pauses, repetition, key words and phrases. *

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 10, 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 organizational strategies: **

- θ Choose logical patterns of organization (e.g., chronological; past, present, future; topical; cause and effect; specific to general; small to large; steps in a process) to inform and persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause (p/c). *
- θ Choose appropriate techniques for developing the introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources) (c).
- θ Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate (c). *
- θ Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance (c). *

2.2 Use delivery techniques

- θ Demonstrate stage presence—posture, appearance, gestures, facial expression, and eye contact (p).
- θ Use effective delivery techniques— volume, pace, clarity, energy, conviction, and audience rapport (p).
- θ Produce concise notes on note cards for extemporaneous delivery (p/c).
- θ Use multimedia visual aids—props, charts, maps, graphs, models, and electronic media—to enhance the appeal and accuracy of presentations (p/c).

2.3 Participate actively in discussions: **

- θ Facilitate small group discussions (p).
- θ Refrain from making uninformed comments, interrupting, or dominating discussions (p).
- θ Build on comments of others and ask relevant and clarifying questions (p).
- θ Argue ideas without personal attacks or judgments (p).
- θ Restate another's point of view to clarify understanding (p). *
- θ Discuss multiple viewpoints and negotiate, if necessary, to find common ground or reach consensus (p).
- θ Formulate judgments about the ideas under discussion and support those judgments with convincing evidence (c).

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

At Level 10, 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 expository presentations (c): **

- θ Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives.
- θ Convey information and ideas from primary and secondary sources* accurately and coherently.
- θ Make distinctions about the relative value and significance of specific data, facts, and ideas.
- θ Organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology.
- θ Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- θ Use technical terms and notations accurately. *

3.2 Deliver oral responses to literature (c):

- θ Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages.
- θ Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- θ Begin to demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created. *
- θ Begin to identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. *

3.3 Apply appropriate interviewing techniques (c): *

- θ Prepare and ask relevant questions and make notes of responses.
- θ Use language that conveys maturity, sensitivity, and respect.
- θ Respond correctly and effectively to questions.
- θ Demonstrate knowledge of the subject or organization.
- θ Compile and report responses.
- θ Evaluate the effectiveness of the interview.

3.4 Deliver persuasive arguments: **

- θ Develop a factual premise (e.g., The use of tobacco is the leading contributor to health problems in America) (p) through evaluation and analysis of problems and solutions and causes and effects (c). *
- θ Structure ideas and arguments in a coherent, logical fashion (c).
- θ Use rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; use of personal anecdote, case study, or analogy) (c).
- θ Clarify and defend positions with precise and relevant evidence, including facts, statistics, expert opinions, commonly accepted beliefs, and logical reasoning (p/c).
- θ Anticipate and address the listener's concerns and counterarguments (p/c).
- θ Conclude by using references to the introduction in the appeal for support (p). *