

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 11

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, and political 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 11

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)

- 1.2 Organize text that conveys coherence, perspective, and reasoned arguments
- 1.3 Organize and structure essays
- 1.4 Revise and evaluate writing
- 1.5 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, or autobiographical narratives
- 2.2 Write interpretive responses to literature
- 2.3 Write reflective compositions
- 2.4 Write historical investigation reports
- 2.5 Write technical/business text
- 2.6 Deliver multimedia presentations
- 2.7 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, usage, and structure
- 4.3 Use manuscript form

LISTENING/SPEAKING STANDARDS LEVEL 11

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 presentations
- 1.3 Analyze and evaluate media communication
- 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 use presentation techniques that guide listeners' understanding of key ideas. In discussions, 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 reflective presentations
- 3.2 Deliver oral responses to literature
- 3.3 Deliver oral reports on historical investigations
- 3.4 Deliver multimedia presentations
- 3.5 Deliver oral interpretations

**READING STANDARDS
LEVEL 11**

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 11, 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 contextual and structural analysis strategies to determine the meaning of new words (p/s).
 - θ Trace the etymology of significant terms used in political science and history (c). *
 - θ Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology (c). *
 - θ Discern the meaning of analogies, analyzing specific comparisons as well as relationships and inferences (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 11, 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 materials and purposes (p).
 - θ Use strategies such as SQ3R (survey, question, read, recite, review) to gain information (p).
 - 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 (s) and the author's purpose (p/c/s).
 - θ Distinguish between fact and opinion (p/s) and recognize bias, persuasive strategies, and propaganda techniques (p).
 - θ Form opinions, draw conclusions (s), and make informed decisions based on reading (p).
 - θ Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations (c/s). *
 - θ Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice (c). *
- 2.3 Read, apply, and evaluate technical, business, and political material: ****
- θ Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents (c). *
 - θ Read essays, editorials, speeches, and interviews in news magazines and newspapers to practice analytic and evaluative skills (p/c). *
 - θ Evaluate political, ethical, and social issues (p). *
 - θ Read an instruction manual for assembly or operation of a product and successfully perform the task (p). *

3.0 Lifelong Reading Habits – Both inside and outside of the classroom, students read a variety of materials at 11 levels for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

At Level 11, 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; schedules; notices).
- θ Read narrative text (i.e., classic and contemporary fiction and nonfiction).
- θ Read expository text (e.g., magazines, newspapers, journals (s),* textbooks, online information).

3.2 Read extensively: **

- θ Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- θ Make substantial progress towards the grade 12 goal of reading independently two million words annually, equivalent to approximately one 335-page book each month or a combination of other materials (c). *
- 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 11, 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).
- θ Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions (c/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 Analyze recognized works of American literature representing a variety of genres and traditions (c). *
- θ Trace the development of American literature from the colonial period forward (c). *
- θ Contrast the major periods, themes, styles, and trends of American literature and describe how works by members of different cultures relate to one another in each period (c). *
- θ Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings (p/c). *
- θ Recognize and use stylistic elements in responses—*allusion, paradox, satire, * stream of consciousness ** (p/s).
- θ Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (i.e., philosophical approach to literary criticism) (c). *

4.3 Analyze recurrent patterns and themes in literature:

- θ Begin to analyze characteristics of subgenres (e.g., *satire, parody, allegory, pastoral*) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres (c). *
- θ Recognize and characterize modes—*romanticism, realism, and naturalism* (p).
- θ Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., the archetypes of initiation and a hero's quest in *The Adventures of Huckleberry Finn*) (c). *

**WRITING STANDARDS
LEVEL 11**

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 11, 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 text that conveys coherence, perspective, and reasoned arguments:

- θ Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) in producing narrative, expository, persuasive, or descriptive writing (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 Select and use appropriate organizational patterns (p/s). *
- θ Determine independently an effective sequence and number of paragraphs to develop a thesis or central idea (p).

1.2 Organize and structure essays:

Introduction:

- θ Use creative openings (e.g., metaphor,* analogy,* description) for expository writing (p).
- θ Provide background information and/or link a theme to a topical issue or literary work (p). *
- θ Include a focused and coherent thesis that conveys a clear and distinctive perspective on the subject (p/c).

Body:

- θ Organize independently support theses (topic sentences), concrete details, commentary, and clincher sentences to effectively support the thesis (p).
- θ Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples (c). *
- θ Establish coherence between and within paragraphs through effective transitions (p/c/s).

Conclusion:

- θ Offer the writer's opinion, an application of the thesis to readers' lives, a logical conclusion, and/or a satisfying or dramatic ending (p).

1.3 Revise and evaluate writing:

- θ Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre (c). *
- θ Edit for redundancies, irrelevancies, conciseness, and clarity (s).

1.4 Write on demand (p):

- θ Submit long- and short-term assignments on time.
- θ Write timed essays and answer essay questions using appropriate steps in the writing process.
- θ Write frequently in all content areas to develop fluency and build confidence. **

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 11, 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, or autobiographical narratives (c):

- θ Narrate a sequence of events and communicate the significance of the events to the audience.
- θ Locate scenes and incidents in specific places.
- θ Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- θ Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- θ Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write interpretive responses to literature:

- θ Write thematic analyses using literary elements such as characterization and symbolism for support (p).
- θ Demonstrate a comprehensive grasp of the significant ideas of works or passages (c).
- θ Analyze the use of imagery, language, universal themes, and unique aspects of the text (c). *
- θ Support important ideas and viewpoints through accurate and detailed references to the text or to other works (c).
- θ Demonstrate an understanding 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 reflective compositions: *

- θ Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies—narration, description, exposition, persuasion, or a combination of these strategies (c).
- θ Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life (c).
- θ Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas (c).
- θ Write on a topic generated from literature, science, history, or current events (e.g., the American Dream, the immigrant experience, search for identity, prejudice, privacy in the Information Age, ethics and science) (p).**

2.4 Write historical investigation reports (c): ** *

- θ Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
- θ Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- θ Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- θ Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- θ Include a formal bibliography (i.e., works cited).

2.5 Write technical/business text: **

- θ Write proposals for projects or essays including components such as a controlling idea, tentative thesis, needs assessment, and action plan (p). *
- θ Write final evaluations of projects or essays (p). *
- θ Complete various forms (e.g., job application (c), SAT/ACT application, auto insurance application, college application) (p). *

2.6 Deliver multimedia presentations (c): ** *

- θ Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- θ Select an appropriate medium for each element of the presentation.

2.7 Write with power and impact:

- θ Combine the rhetorical strategies of narration, exposition, persuasion, and description (c). *
- θ Use formal or informal style and language appropriately (p).
- θ Vary sentence lengths, sentence patterns, and sentence beginnings during the editing process (p).
- θ Use clear, concise, and precise language; eliminate superfluous words during the editing process (p/s). *
- θ Use language in natural, fresh, and vivid ways to establish a specific tone (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 11, 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 Integrate databases, graphics, and spreadsheets into word-processed documents. *
 - θ Use various media for multimedia presentations skillfully, editing appropriately and monitoring for quality. *
- 3.2 Use reference sources: ****
- θ Evaluate and use suitable research sources and methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources (p/c/s).
 - θ Access college information (p) *, consumer, workplace, and public documents (c).
- 3.3 Gather, organize, and interpret information: ****
- θ Weave primary and secondary source information in literary, scientific, or historical research projects (p). *
 - θ Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) (c). *
 - θ Begin to evaluate reliability, bias, and contradiction in information (p). *
 - θ Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies) (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 11, 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 colon after a lead-in sentence introducing an illustration, explanation, or quotation (p). *
 - θ Edit for accurate spelling and correct punctuation and capitalization (p/c/s).
- 4.2 Edit writing to reflect proper grammar, usage, and structure:**
- θ Maintain present tense primarily when writing about literature, but use past tense when appropriate (p). *
 - θ Demonstrate control of grammar, diction, paragraph and sentence structure, and English usage (c/s).
 - θ Edit for these and previously targeted common usage problems—*that/which/who* (s), *who/whom* (s), *slow/slowly* (p). *
 - θ Edit for parallel construction (p/s).
- 4.3 Use manuscript form:**
- θ Format and punctuate correctly a quotation within a quotation and a block quotation (p).
 - θ Produce legible work that reflects appropriate manuscript requirements (c).

LISTENING/SPEAKING STANDARDS LEVEL 11

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 11, 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 information from oral and media presentations.
- 1.2 Analyze and evaluate oral presentations: ****
- θ Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience (c). *
 - θ Question the intent or bias of a speaker or media presentation (p). *
 - θ Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect) (p/c).
 - θ Begin to analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof (c). *
- 1.3 Analyze and evaluate media communication (c): ** ***
- θ Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
 - θ Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
 - θ Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’s radio broadcast “War of the Worlds”).
- 1.4 Take notes (p): ****
- θ Select format for notes best suited to purpose.
 - θ 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 11, 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 Speak impromptu using a formula to organize and develop thoughts (e.g., past, present, future; personal, national, international; historical, political, social, literary; simple to complex) (p). *
 - θ Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect (c). *
 - θ Begin to distinguish between and use various forms of classical and contemporary logical arguments, including a.) inductive and deductive reasoning and b.) syllogisms and analogies (c). *
 - θ Use logical, ethical, and emotional appeals that enhance a specific tone and purpose (c). *

2.2 Use delivery techniques: **

- θ Demonstrate stage presence—posture, appearance, gestures, facial expression, eye contact (p).
- θ Use effective delivery techniques— volume, pace, clarity, energy, conviction, and audience rapport (p).
- θ Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging (c). *
- θ Use effective and interesting language, including a). informal expressions for effect, b). standard American English for clarity, and c). technical language for specificity (p/c). *
- θ Begin to use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation (c). *
- θ Evaluate when to use different kinds of effects—visual, sound, graphics—to create effective productions (p/c).

2.3 Participate actively in discussions (p): **

- θ Facilitate small group discussions.
- θ Refrain from making uninformed comments, interrupting, or dominating discussions.
- θ Build on comments of others and ask relevant and clarifying questions.
- θ Argue ideas without personal attacks or judgments (i.e. no *ad hominem* remarks).
- θ Restate another's point of view to clarify understanding. *
- θ Discuss multiple viewpoints and negotiate, if necessary, to find common ground or reach consensus.

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

At Level 11, 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 reflective presentations (c): *

- θ Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies—narration, description, exposition, persuasion, or a combination of these strategies.
- θ Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- θ Maintain a balance between describing the incident and relating it to more general, abstract ideas.

3.2 Deliver oral responses to literature (c):

- θ Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- θ Begin to analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies—narration, description, persuasion, exposition, and a combination of these strategies. *
- θ Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- θ Demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created.
- θ Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

3.3 Deliver oral reports on historical investigations (c): ** *

- θ Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- θ Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- θ Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- θ Include information on all relevant perspectives and consider the validity and reliability of sources.

3.4 Deliver multimedia presentations (c): ** *

- θ Combine text, images, and sound by incorporating information from a wide range of media, including newspapers, magazines, CD-ROMs, online information, TV, videos, and electronic media-generated images.
- θ Select an appropriate medium for each element of the presentation.
- θ Use the selected media skillfully, editing appropriately and monitoring for quality.

3.5 Deliver oral interpretations:

- θ Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details (c/p) (rather than memorization) using inflection, articulation, projection, pace, and pausing (p). *