

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 12

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

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

2.2 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 12

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 technical/business text
- 2.5 Deliver multimedia presentations
- 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, usage, and structure
- 4.3 Use manuscript form

LISTENING/SPEAKING STANDARDS LEVEL 12

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 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 reflective presentations
- 3.2 Deliver oral responses to literature
- 3.3 Deliver multimedia presentations
- 3.4 Deliver oral interpretations

READING STANDARDS LEVEL 12

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 12, 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).
 - 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).

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 12, 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 Read to analyze and evaluate information (with an emphasis on informational materials):****
- θ Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations (c).
 - 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).
 - θ Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject (c). *
 - θ Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audience, and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) (c). *
- 2.2 Read, apply, and evaluate technical, business, and political material: ****
- θ Analyze both the features and the rhetorical devices of different types of public documents (e.g., ballots, propositions, (p) policy statements, speeches, debates, platforms) (c). *
 - 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 in all genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

At Level 12, 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): ****
- θ Read functional text (e.g., ballots,* propositions,* technical manuals, leases,* tax forms,* simple legal documents*).
 - θ Read narrative text (i.e., classic and contemporary fiction and nonfiction).
 - θ Read expository text (e.g., magazines, newspapers, journals, policy statements,* political speeches,* debates,* platforms,* 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 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, rhymed verse, blank 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).

4.2 Read and interpret narrative and dramatic literature:

- θ Analyze recognized works of world literature from a variety of authors (c). *
- θ Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern) (c). *
- θ Relate literary works and authors to the major themes and issues of their eras (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—*allegory, parody* (p). *
- 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).
- θ Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (i.e., political approach to literary criticism) (c). *

4.3 Analyze recurrent patterns and themes in literature:

- θ 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 Compare and contrast 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 archetype of banishment from an ideal world in Shakespeare's *Macbeth*) (c). *

WRITING STANDARDS LEVEL 12

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 12, 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).
- 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, synthesizing them to produce powerful writing (p).
- 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., figurative language, a stylistic fragment,* irony*) (p).
- θ Provide background information and/or link a theme to a topical issue or literary or historical 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).

Conclusion:

- θ Offer the writer's opinion, an application of the thesis to readers' lives, a logical conclusion, a universal application or new insight * (p).

1.2 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).

1.3 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 12, 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 literary and stylistic analyses* (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 political or social issue, a reaction to literature, or a personal decision (p). *
- θ Incorporate figurative language (e.g., extended metaphor, analogy, imagery, personification, irony) (p). *

2.4 Write technical/business text: **

- θ Write proposals, progress reports, and final evaluations for research projects, portfolios, or other projects (p).
- θ Write application letters and resumés (p/c).
- θ Provide clear purposeful information and address the intended audience appropriately (p/c).
- θ Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension (c). *
- θ Modify the tone to fit the purpose and audience (c).
- θ Follow the conventional style for the document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document (c). *
- θ Complete various forms (e.g., college application, financial aid application,* job application,* tax forms*) (p).

2.5 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.
- θ Use the selected media skillfully, editing appropriately and monitoring for quality. *
- θ Test the audience’s response and revise the presentation accordingly. *

2.6 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 (p).
- θ Use clear, concise, and precise language; eliminate superfluous words (p).
- θ Use language in natural, fresh, and vivid ways to establish a specific tone (c).
- θ Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes (c). *
- θ Enhance meaning by employing rhetorical devices—the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action (c).*

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 12, 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) .
- 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 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, 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 12, 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 Edit for accurate spelling and correct punctuation and capitalization (p/c).

4.2 Edit writing to reflect proper grammar, usage, and structure:

- θ Demonstrate control of grammar, diction, paragraph and sentence structure, and English usage (c).
- θ Edit for these and previously targeted common usage problems—*e.g./i.e., beside/besides, further/farther, regardless, hanged/hung, lay/lie, real/really* (p). *
- θ Edit for pronoun-antecedent agreement with indefinite pronouns (e.g., *anyone, everybody, anyone*) (p). *

4.3 Use manuscript form:

- θ Produce legible work that reflects appropriate manuscript requirements (c).

LISTENING/SPEAKING STANDARDS LEVEL 12

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 12, 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 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”).
 - θ Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. *
- 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 12, 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 on a content-area topic* 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 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 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, music, 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 12, 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 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 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, television, 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.
 - θ Test the audience’s response and revise the presentation accordingly. *
- 3.4 Deliver oral interpretations:**
- θ Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet’s soliloquy “To Be or Not to Be”) (p/c).