

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 9

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 9

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 and focus writing into multiple-paragraph compositions
- 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 biographical, autobiographical, or fictional narratives
- 2.2 Write interpretive responses to literature
- 2.3 Write expository compositions, including analytical essays and research reports
- 2.4 Write technical/business text
- 2.5 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 9

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 organization and delivery techniques
- 2.2 Participate actively in discussions

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

Focus Goals (standards, outcomes, expectations)

- 3.1 Deliver narrative presentations (autobiographical or fictional)
- 3.2 Deliver expository presentations
- 3.3 Deliver oral responses to literature
- 3.4 Deliver persuasive arguments or debates
- 3.5 Deliver descriptive presentations

**READING STANDARDS
LEVEL 9**

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 9, 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 (c).
- θ Identify Greek, Roman, and Norse mythology and use the knowledge to understand the meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo) (c). *
- θ Distinguish between the denotative and connotative meanings of words (p/c) and interpret the connotative power of words (c); use terms *denotation* and *connotation* to differentiate words and their meanings (p). *

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

- θ Use and understand in context—*cliché, colloquialism, 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 9, 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 Establish a purpose for reading, listening, or viewing—to learn, to access information, for personal interest—and adjust strategies appropriately (p/s).
- θ Preview titles, headings, bold-faced words, visuals, summaries, and questions (p).
- 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 Distinguish between fact and opinion (p/s) and recognize persuasive techniques and bias* (p).
- θ Form opinions and draw conclusions (s) based on reading (p). *
- θ Begin to 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, minutes, 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). *

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 9, 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., workplace documents,* technical manuals,* instructions, charts, graphs, schedules, notices).
- 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 9, 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, haiku, limerick, narrative, 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 Use terms to analyze the elements of plot—*exposition, rising action, conflict, complication/obstacle, climax, and denouement* (including *falling action* and *resolution*) (p). *
- 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 the reactions of other characters (p/c/s). *
- θ Recognize and use stylistic elements in responses—*allusion, flashback, foreshadowing, irony, point of view, symbolism, and tone* (p).
- θ Begin to explain how voice, persona, and the choice of narrator affect tone, characterization, plot, and credibility (c).
- θ Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g. foreshadowing, flashbacks) (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 theme as an observation about the human condition that transcends time and place (p). *
- θ Extend inferences beyond the text about plot, characters, setting, dialogue, author's purpose, predictions of outcome, and theme (p/s).
- θ Begin to 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). *

4.3 Analyze recurrent patterns and themes in literature (c):

- θ Begin to articulate the purposes and characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). *
- θ Compare works that express a universal theme and provide evidence to support ideas expressed in each work. *

**WRITING STANDARDS
LEVEL 9**

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

1.1 Organize and focus writing into multiple-paragraph compositions:

- θ Determine an organizational pattern suited to the topic, purpose, and audience (p/c).
- θ Maintain a consistent tone and focus throughout the piece of writing (p/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 Begin to 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, startling statement, definition, rhetorical question) 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 the concrete details and commentary within cohesive paragraphs (p). *
- θ Begin to conclude support paragraphs with clincher sentences that connect to the main thesis (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, significance of the topic or incident, 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 (s), 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 Begin to edit for redundancies, irrelevant information, 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 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 9, 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 biographical, autobiographical, or fictional narratives:**
- θ Relate a sequence of events and communicate the significance of the events to the audience (c).
 - θ Incorporate narrative elements—point of view (choice of narrator and/or shifting perspectives), setting, character development, plot structure (i.e., conflict development, climax, conflict resolution, and denouement or revelation of the incident’s significance), and realistic dialogue (p). *
 - θ Pace the presentation of actions to accommodate changes in time and mood (c). *
 - θ Locate scenes and incidents in specific places (c).
 - θ Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters (c). *
 - θ Use interior monologue to depict characters’ feelings (c). *
- 2.2 Write interpretive responses to literature:**
- θ Write character and thematic analyses (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 other works (c). *
 - θ Demonstrate an awareness of the author’s use of stylistic devices and an appreciation of the effects created (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 to support a thesis and related claims, including information on all relevant perspectives (c). *
 - θ Convey information and ideas from at least three sources accurately and coherently (p/c). *
 - θ Anticipate and address readers’ potential misunderstandings, biases, and expectations (c).
 - θ Use appropriate conventions for documentation in the text and bibliographies, adhering to MLA style (p/c). *
- 2.4 Write technical/business text: ****
- θ Write business letters (p/c) (e.g., requesting information) ordering the return address, inside address, salutation, body, and closing (p).
 - θ Provide clear and purposeful information and address the intended audience appropriately (c). *
 - θ Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the recipients of the business letter (c). *
 - θ Follow a conventional style with page formats, fonts, and spacing that contribute to the letter’s readability and impact (c). *
 - θ Begin to write technical documents (e.g., minutes of a meeting) that report information and convey ideas logically and correctly (c). *
- 2.5 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 Combine simple sentences into compound, complex, and compound-complex sentences and vary sentences patterns (e.g., beginnings, arrangement of parts) (p/s).

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

- 3.1 Use technology (c): ****
- θ Plan and conduct multiple-step information searches using computer networks and modem-delivered services.
 - θ 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 (c/s). *
- 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 dealing with a single issue or written by a single author, and paraphrase the ideas, connecting them to other sources and related topics (c). *
 - θ Check validity of information by comparing sources (p). *
 - 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 9, 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 capitals, underlining, italics, and quotation marks appropriately in titles (p). *
 - θ Use semicolons when needed between independent clauses (s) and to clarify meaning in a list * (p/c).
 - θ Use hyphens in two-word modifiers before a noun (e.g., *ten-story building*) (p/c).
 - θ Begin to use colons (s) and ellipses (c). *
 - θ Edit for correct spelling (target *separate* and *i* before *e* spellings *) (p).
- 4.2 Edit writing to reflect proper grammar and usage:**
- θ Identify and use clauses (main and subordinate) and phrases (e.g., gerund, infinitive, participle) correctly (c). *
 - θ Use consistent verb tense and edit for subject/verb agreement (p/c/s). *
 - θ Edit for missing and unclear pronoun antecedents and begin to edit for pronoun-antecedent agreement (p/s). *
 - θ Edit for common usage problems—*a lot, bad/badly, their/there/they're, to/too/two, try to* (not *try and*), *rise/raise, your/you're, all right, have* (not *of*), *its/it's, well/good, said/says, goes/went* (p). *
- 4.3 Structure sentences correctly:**
- θ Avoid sentence fragments and run-on sentences, including comma splices (p/c/s).
 - θ Avoid misplaced or dangling modifiers (p/c).
- 4.4 Use manuscript form:**
- 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 9

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 9, 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 and ask relevant and clarifying questions.
- θ Behave respectfully with appropriate responses.
- θ Begin to summarize oral information. *

1.2 Analyze and evaluate oral and media communication:

- θ Identify and analyze 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 Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax (c). *
- θ Begin to compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event (c). ** *
- θ Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Harper Lee's *To Kill a Mockingbird* with Robert Mulligan's 1962 film version starring Gregory Peck) (c). *
- θ Evaluate constructive criticism to improve own performance (p).

1.3 Take notes (p): **

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

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

At Level 9, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

2.1 Use organization and delivery techniques:

- θ Choose logical patterns of organization (e.g., chronological; past, present, future; cause and effect; specific to general; small to large) to effectively convey message and purpose (p/c).
- θ Choose appropriate techniques for developing the introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources) (c). *
- θ Demonstrate stage presence—posture, appearance, gestures, facial expressions, and eye contact (p).
- θ Begin to use effective delivery techniques—volume, pace, clarity, energy, conviction, and audience rapport (p). *
- θ List and speak from main points (rather than complete text) on note cards (p/c).
- θ Eliminate verbal static (*uh-huh, um*) (p).
- θ Use multimedia visual aids—props, charts, maps, graphs, models, and electronic media (p/c).

2.2 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 Discuss multiple viewpoints and negotiate, if necessary, to find common ground or reach consensus (p). *
- θ Formulate judgments about 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 9, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 3.0 by the end of grade twelve:

3.1 Deliver narrative presentations (autobiographical or fictional):

- θ Narrate a sequence of events and communicate the significance of the events to the audience * (p/c).
- θ Locate scenes and incidents in specific times and places (p/c).
- θ Describe with concrete sensory details the sights, sounds, smells of a scene and the specific actions, movements, gestures, and feelings of characters (c). *
- θ Pace the presentation of actions to accommodate time or mood changes (c). *
- θ Conclude with the significance of the incident, event, or situation (p/c). *

3.2 Deliver expository presentations (c): **

- θ Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. *
- θ Convey information and ideas from outside 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. *

3.3 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.

3.4 Deliver persuasive arguments (c) or debates (p): **

- 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 counter arguments (c). *

3.5 Deliver descriptive presentations (c):

- θ Establish clearly the speaker's point of view on the subject of the presentation. *
- θ Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). *
- θ Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details. *