

## 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 6

**1.0 Word Analysis, Vocabulary, and Fluency** – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.

Focus Goals (standards, outcomes, expectations)

- 1.1 Learn and use new words from reading
- 1.2 Use grade-level vocabulary in speaking and writing
- 1.3 Read fluently

**2.0 Comprehension** – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

- 2.1 Use strategies to comprehend informational materials and grade-level text
- 2.2 Read to analyze and evaluate information
- 2.3 Read technical/business material for practical application

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

Focus Goals (standards, outcomes, expectations)

- 3.1 Read a wide variety of genres
- 3.2 Read extensively

**4.0 Literary Response and Analysis** – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

- 4.1 Read and interpret poetry
- 4.2 Read and interpret narrative and dramatic literature
- 4.3 Analyze patterns in literature

**WRITING STANDARDS  
LEVEL 6**

**1.0 Writing Strategies** – Students organize and develop their ideas in ways that reflect an awareness of topic, purpose, and audience. They use stages of the writing process, as needed, to convey opinions, ideas, and reasoning. Their text is clear, focused, and coherent even when they need to meet timelines or write on demand.

Focus Goals (standards, outcomes, expectations)

- 1.1 Organize and focus writing
- 1.2 Create multiple-paragraph compositions
- 1.3 Revise and evaluate writing
- 1.4 Write on demand

**2.0 Writing Applications and Genres** – Students write for a variety of purposes and audiences, combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.

Focus Goals (standards, outcomes, expectations)

- 2.1 Write narratives
- 2.2 Write expository and persuasive text
- 2.3 Write technical/business text
- 2.4 Add power to writing

**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, interpret, and organize information

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

Focus Goals (standards, outcomes, expectations)

- 4.1 Capitalize correctly
- 4.2 Punctuate correctly
- 4.3 Spell correctly
- 4.4 Write with proper grammar and usage
- 4.5 Structure sentences and paragraphs correctly

## LISTENING/SPEAKING STANDARDS LEVEL 6

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

Focus Goals (standards, outcomes, expectations)

- 1.1 Focus on the speaker's message
- 1.2 Evaluate what is heard
- 1.3 Follow oral directions
- 1.4 Take notes

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

Focus Goals (standards, outcomes, expectations)

- 2.1 Use organization and delivery techniques
- 2.2 Participate actively in discussions

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

Focus Goals (standards, outcomes, expectations)

- 3.1 Deliver narrative presentations
- 3.2 Deliver informative presentations
- 3.3 Deliver oral responses to literature
- 3.4 Deliver persuasive presentations
- 3.5 Deliver presentations theorizing on problems and solutions

**READING STANDARDS  
LEVEL 6**

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

**1.1 Learn and use new words from reading:**

- θ Use word, sentence, and paragraph clues to determine meaning in expository text (p/c/s).
- θ Use roots, prefixes, and suffixes to determine meaning (p/s).

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

- θ Recognize origins and meanings of common foreign words in English and use them in speaking and writing (c).
- θ Recognize and discuss subtle differences in meaning between synonyms (e.g., *softly/quietly*) (c).
- θ Distinguish and interpret figurative language (p/c) and multiple meanings of words (c).

**1.3 Read fluently:**

- θ Read narrative and expository text aloud with fluency, accuracy, appropriate pacing, intonation, and expression (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 material they read are illustrated in the California *Recommended Readings in Literature List*.

At Level 6, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

**2.1 Use strategies to comprehend informational materials and grade-level text** (focus on informational materials (c):

- θ Establish a purpose for reading (p/s)—to learn, to access information, for personal interest (p).
- θ Preview titles, headings, bold-face words, visuals, summaries, and questions (p).
- θ Identify and use the structural features of, and differences among, newspapers, magazines, and editorials to gain meaning from text (c).
- θ Use Active Reading (self-monitoring), questioning skills, visuals, graphic organizers, and prior knowledge to further understanding (p).
- θ Recognize logical relationships—sequence (p/s), comparison/contrast (p/c), cause/effect, hypothesis/evidence, problem/solution, analogies (p).

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

- θ Determine the main idea and find facts (p/s).
- θ Determine the intended audience (s) and the author's purpose (p/s).
- θ Connect and clarify main ideas, identifying their relationship to other sources and related topics (c).
- θ Analyze text that uses comparison/contrast patterns (c).
- θ Distinguish between fact and opinion (p/s) and recognize differences between editorials and news articles (p).
- θ Determine if an author has enough credible evidence to draw his or her conclusions (c).
- θ Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in newspapers and speeches (p/c).

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

- θ Clarify understanding of text by creating outlines, logical notes, summaries, or reports (p/c).
- θ Follow multiple-step instruction for preparing applications (e.g., library card, savings account, sports club, or league membership form) (c).

**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 6, 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:**

- θ Read functional text (e.g., instructions, manuals, advertisements, maps, charts, schedules) (p/c/s).
- θ Read narrative text (i.e., classic and contemporary fiction and nonfiction) (p/c).
- θ Read expository text (e.g., magazines, newspapers, textbooks, on-line information) (p/c).

**3.2 Read extensively:**

- θ Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- θ Make progress towards the grade 8 goal of reading independently one million words annually (c), about 20 grade-level books.
- θ Read increasingly challenging materials (p).

**4.0 Literary Response and Analysis** – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the *California Recommended Readings in Literature List*.

At Level 6, 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 different forms of poetry—*haiku, limerick, narrative, and rhymed verse* (p).
- θ Begin to find figurative language (p).
- θ Use literary terms to analyze poetry—*alliteration, imagery, metaphor, onomatopoeia, personification, rhyme scheme, and simile* (p).
- θ Define how tone or meaning is conveyed through word choice, figurative language, sentence structure, line length, punctuation, rhythm, and rhyme (c).

**4.2 Read and interpret narrative and dramatic literature:**

- θ Read and respond to significant works of literature that reflect and enhance the study of history and social science (c).
- θ Distinguish among forms of fiction and describe the major characteristics of each (c).
- θ Analyze how the qualities of a character (e.g., courage or cowardice, ambition or laziness) affect the plot and resolution of the conflict (c).
- θ Analyze the influence of setting on the problem and its resolution (c).
- θ Distinguish between first- and third-person narration (e.g., autobiography versus biography) (p/c).
- θ Understand theme in literature as a central idea or general statement about people or life (p) and recognize themes, whether stated or implied (c).
- θ Recognize and use stylistic elements in responses—*foreshadowing, irony, point of view, symbolism* (p/c).
- θ Extend inferences beyond text about characters and predictions of outcome (p/s).

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

- θ Identify, clarify, and analyze features of themes conveyed through characters, actions, and images; connect them to other literary works.
- θ Analyze and critique the believability of characterization and the degree to which plots are contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

**WRITING STANDARDS  
LEVEL 6**

**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 6, 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:**

- θ Choose a form that best suits the audience and purpose (p/c/s)—personal letter, letter to the editor, review, poem, report, narrative (c).
- θ Use a variety of organizational patterns and forms—comparison/contrast, spatial order, order of importance (p/c), organization by categories, and climactic order (c).
- θ Use various prewriting strategies (p).

**1.2 Create multiple-paragraph compositions:**

- θ Write in various genres, using legible writing or word processing (p), at least 500-700 words (c).
- θ Write formal introductions, supporting body paragraphs, and conclusions (c).

Introduction:

- θ Engage the reader’s interest (e.g., dialogue, rhetorical question, action, description, startling fact, quotation) (p).
- θ State a clear purpose (c) or controlling idea (p).

Body:

- θ Maintain focus with a controlling idea (p).
- θ Support a main idea with facts, details, examples, and explanations (p/c).
- θ Identify sentences that best develop the topic sentence (s).
- θ Begin to use simple transitions between paragraphs (p).

Conclusion:

- θ Include a detailed summary and/or a concluding sentence (p/c).

**1.3 Revise and evaluate writing:**

- θ Revise writing to improve organization and consistency within and between paragraphs (c).
- θ Use checklists for peer and self-editing (p)
- θ Use feedback from peers, teachers, and self-editing to make revisions (p).

**1.4 Write on demand (p):**

- θ Submit assignments on time.
- θ Complete incremental steps in long-term projects by deadlines.
- θ Practice timed-writings on given topics.

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

**2.1 Write narratives: \***

- θ Establish and develop plot and setting and choose a point of view that is appropriate to the narrative (p/c).
- θ Use narrative and descriptive strategies—engaging opening, sensory details, “showing” language, dialogue, suspense (p/c).

\* Core writing piece

**2.2 Write expository, and persuasive text:**Expository compositions:

- θ Write description, explanation, comparison/contrast, and problem/solution compositions (c). \*
- θ State the thesis or purpose and explain the situation (c).
- θ Follow an organizational pattern appropriate to the type of composition (e.g., if problem/solution, then paired) (c).
- θ Write a first-hand observation from notes taken at an event, experiment, or demonstration (p).

Persuasive essays (c): \*

- θ State a clear position in support of a proposition or proposal.
- θ Support the position with organized and relevant evidence.
- θ Anticipate and address reader concerns and counter-arguments.

Interpretive responses to literature:

- θ Develop an interpretation that reflects careful reading, understanding, and insight (c) about a character (p). \*
- θ List traits of a character and develop and support them through specific examples from the text (p/c).
- θ Organize the interpretation around several clear ideas, premises, or images (c).
- θ Write a cinquain, acrostic, found poem, or diamante that distills the essence of literature (p).

Research reports of information: \*

- θ Pose relevant questions narrow enough to be thoroughly covered (c).
- θ Present the writer as an authority on a topic (p).
- θ Support the main ideas with facts, details, examples, and explanations from multiple sources—speakers, periodicals, interviews, on-line searches (p/c).
- θ Include a bibliography (p/c), MLA style (p).

Problem/solution writing (p):

- θ Write a speech, letter, or journal entry that describes a problem from history, literature, science, or current events.
- θ Propose one or more solutions.

**2.3 Write technical/business text:**

- θ Write business letters and address envelopes (p).
- θ Write steps to complete a task in sequential order (p).
- θ Complete applications (e.g., library card, savings account, sports club, or league membership form) (c).

**2.4 Add power to writing (p):**

- θ Use literary devices and figurative language (alliteration, onomatopoeia, simile); begin to use metaphors.
- θ Limit “to be” verbs and replace them with action verbs.
- θ Vary sentence patterns by combining sentences.
- θ Vary word choice by using synonyms and descriptive words.

*\*Core writing piece*

**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 6, 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 Locate information—electronic bulletin boards, databases, keyword searches, e-mail addresses.
- θ Word process multiple-page documents (500-700words).
- θ Apply formatting skills and principles of design—margins, tabs, spacing, columns, page orientation.

**3.2 Use reference sources:**

- θ Locate information with a telephone book, glossary, thesaurus, title page, style manual, index, and table of contents (p/c/s).

- θ Use library and media sources—almanac, atlas, card catalog, CD-ROM, Dewey Decimal System, library software, newspapers, on-line sources, and *Reader's Guide* (p/c/s).
  - θ Use dictionary guide words, determine syllables, check pronunciation (c/s), and find definitions (p).
- 3.3 Gather, organize, and interpret information:**
- θ Practice making an outline (s); create logical groupings with graphic organizers (s).
  - θ Use primary and secondary resources (p).
  - θ Combine information from two sources in a research report (p/c).
  - θ Begin to recognize and apply the legal aspects of copyright (texts, software, videos, music, etc.) (p).

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

At Level 6, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 4.0 by the end of grade twelve:

**4.1 Capitalize correctly:**

- θ Practice and apply all skills learned in levels 1-5 in order to maintain mastery (p/c/s).
- θ Review proper nouns, titles of people, salutations, proper adjectives, and direct quotes in dialogue (s).

**4.2 Punctuate correctly:**

- θ Practice and apply all skills learned in levels 1-5 in order to maintain mastery (p/c/s).
- θ Use a comma when linking two clauses with a conjunction in compound sentences (p/c).
- θ Use colons in business letters (c).
- θ Begin to use a semicolon between two clauses of a compound sentence that are not joined by a conjunction (c).
- θ Underline titles of books, movies, newspapers, magazines (p).
- θ Hyphenate multisyllabic words at the end of a line (p).

**4.3 Spell correctly:**

- θ Practice and apply all skills learned in levels 1-5 in order to maintain mastery (p/c/s).
- θ Distinguish and spell correctly frequently misspelled words (e.g., *there, their, they're*) (c).

**4.4 Write with proper grammar and usage:**

- θ Use perfect verb tenses (present, past, future—*has/have/will have shown*) (c).
- θ Use subject-verb agreement with singular, plural, and compound subjects (p/c/s).
- θ Use principle parts of irregular and regular verbs (p).
- θ Use pronouns in compound subjects (*Sue and I*) and as objects of a preposition (*between Sue and me*) (p).
- θ Identify and use first-, second-, and third-person pronouns (p) and indefinite pronouns (e.g., *one, everybody*) (c).
- θ Recognize and use simple and complete subjects and predicates (p).
- θ Recognize and use all eight parts of speech (p).

**4.5 Structure sentences and paragraphs correctly:**

- θ Use simple, compound, complex, and compound-complex sentences (c).
- θ Use effective coordination and subordination of ideas to express complete thoughts (c).
- θ Punctuate, capitalize, and indent dialogue correctly (p).
- θ Edit for run-ons (s) by limiting conjunctions (p).
- θ Make complete sentences from fragments (p/s).

**LISTENING/SPEAKING STANDARDS  
LEVEL 6**

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

**1.1 Focus on the speaker’s message:**

- θ Maintain eye contact (p).
- θ Wait before asking questions or making comments; ask relevant questions and make relevant remarks (p).
- θ Relate the speaker’s verbal communication (word, choice, pitch, feeling, tone) and non-verbal messages (posture, gesture) (c).
- θ Identify the tone, mood, and emotion the message conveys (c).
- θ Behave respectfully with appropriate responses (p).

**1.2 Evaluate what is heard:**

- θ Identify the speaker’s intent and qualifications (p).
- θ Recognize and identify persuasive and propaganda techniques used in television, and identify false and misleading information (c)—band wagon, snob appeal, personal testimony, sense of acceptance, sex appeal, urgency, “free” and “bargain” (p).
- θ Distinguish fact from opinion (p).
- θ Begin to identify persuasive techniques—emotional appeal, logical argument, common needs and motives (p).
- θ Evaluate the coherence, logic, and overall impact of the content and delivery of the speech (c).
- θ Use constructive criticism to improve own performance (p).
- θ Analyze the use and effects of rhetorical devices—cadence, repetitive patterns, onomatopoeia (c).

**1.3 Follow oral directions:**

- θ Listen to all directions and wait before starting the task (p).
- θ Restate and execute multi-step directions (c) the first time they are given (p).
- θ Ask clarifying questions (p).
- θ Record directions in writing (p).

**1.4 Take notes (p):**

- θ Recognize when to take notes.
- θ Record questions to be asked and identify the main idea and subordinate ideas.
- θ Use graphic organizers—Venn diagram, web, cluster, listing etc.
- θ List main points for a speech on note cards

**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 6, 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 Select a focus, organizational structure, and point of view, matching purpose, message, occasion, and vocal modulation to the audience (c).
- θ Emphasize salient points to help listeners follow main ideas and concepts (c).
- θ Support opinions with detailed evidence and visual or media displays that use appropriate technology (p/c).
- θ Use effective rate, pitch, volume, and tone (c), along with appropriate non-verbal clues (posture, expression, eye contact) and visual aids to sustain audience interest and attention (p/c).
- θ List main points on note cards rather than writing complete text (p).

- 2.2 Participate actively in discussions (p):**
- θ Stay on topic and ask relevant questions.
  - θ Identify uninformed comments.
  - θ Refrain from interrupting or distracting the speaker.
  - θ Argue ideas without personal attacks.

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

At Level 6, 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 (c): \***
- θ Develop a context, plot, and/or point of view.
  - θ Include sensory details and concrete language to develop plot and characters.
  - θ Use a range of narrative strategies (e.g., dialogue, tension or suspense).
- 3.2 Deliver informative presentations: \***
- θ Pose relevant questions that are sufficiently narrow to be completely and thoroughly answered (c).
  - θ Use an attention-getting introduction; state and stay focused on the topic (p).
  - θ Develop the idea with facts, details (p/c), examples, and explanations from multiple authoritative sources—speakers, periodicals, interviews, on-line sources etc. (c).
  - θ Conclude with a summarizing statement (p).
- 3.3 Deliver oral responses to literature (c): \***
- θ Develop an interpretation that exhibits careful reading, understanding, and insight.
  - θ Organize the selected interpretation around several clear ideas, premises, or images.
  - θ Develop and justify the selected interpretation through the use of examples and references to the text.
- 3.4 Deliver persuasive presentations: \***
- θ Use an attention-getting introduction (p).
  - θ Provide a clear statement of the position (c).
  - θ Include relevant evidence and offer a logical sequence of information (c).
  - θ Foster acceptance of the proposition or proposal (c).
  - θ Leave a lasting impression on the audience (p).
- 3.5 Deliver presentations theorizing on problems and solutions (c): \***
- θ Make connections among the situation, causes and effects, definition of the problem, and at least one solution.
  - θ Offer persuasive evidence to validate the definition of the problem and the proposed solution.

\* *Core oral presentation*