

Tustin Unified School District
Reading/Language Arts Content Standards

Adopted by the Board of Education 6/22/98

KINDERGARTEN

READING

1.0. **WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students know about letters, words, and sounds and apply this knowledge in reading simple sentences.

Concepts About Print:

- 1.1 identify the front cover, back cover, and title page of a book
- 1.2 follow words from left-to-right and top-to-bottom on the printed page
- 1.3 explain that printed materials provide information
- 1.4 recognize that sentences in print are made up of separate words
- 1.5 distinguish letters from words
- 1.6 recognize and name all upper- and lower-case letters

Phonemic Awareness:

- 1.7 track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/)
- 1.8 track (move sequentially from sound to sound), and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)
- 1.9 blend vowel-consonant sounds orally to make words or syllables
- 1.10 identify and produce rhyming words in response to an oral prompt
- 1.11 distinguish orally stated one-syllable words and separate into beginning or ending sounds
- 1.12 track auditorily each word in a sentence and each syllable in a word
- 1.13 count the number of sounds in syllables and syllables in words

Decoding and Word Recognition:

- 1.14 match all consonant and short-vowel sounds to appropriate letters
- 1.15 read simple one-syllable and high frequency words (i.e., sight words)
- 1.16 understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)

Vocabulary and Concept Development:

- 1.17 identify and sort common words from within basic categories (e.g., colors, shapes, foods)
 - 1.18 describe common objects and events in both general and specific language
- 2.0 **READING COMPREHENSION:** Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies, (e.g., generating and responding to questions, comparing information received to prior knowledge). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Informational Materials:

- 2.1 Locate title, table of contents, name of author, and illustrator

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2 use pictures and context to make predictions about story content
 - 2.3 connect to life experiences the information and events in texts
 - 2.4 retell familiar stories
 - 2.5 ask and answer questions about essential elements of text
- 3.0 **LITERARY RESPONSE AND ANALYSIS:** Students listen and respond to stories based on well-known characters, themes, plots, and settings. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.1 distinguish fantasy from realistic text
- 3.2 identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)
- 3.3 identify characters, settings and key events

WRITING

- 1.0 **WRITING STRATEGIES:** Students write words and brief sentences that are legible.

Organization and Focus:

- 1.1 use letters and phonetically-spelled words to write about experiences, stories, people, objects, or events
- 1.2 write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)
- 1.3 write by moving from left-to-right and top-to-bottom

Penmanship:

- 1.4 write upper- and lower-case letters independently, attending to form and spatial alignment

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

- 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Sentence Structure:

- 1.1 recognize and use complete and coherent sentences when speaking

Spelling:

- 1.2 spell independently using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names

LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond to oral communication and speak in clear and coherent sentences.

Comprehension:

- 1.1 understand and follow one- and two-step oral directions
- 1.2 share information and ideas, speaking audibly in coherent, complete sentences

Tustin Unified School District

Reading/Language Arts Content Standards

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GRADE 1

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts and apply this knowledge to achieve fluent oral and silent reading.

Concepts about Print:

- 1.1 match oral words to printed words
- 1.2 identify the title and author of a reading selection
- 1.3 identify letters, words, and sentences

Phonemic Awareness:

- 1.4 distinguish initial, medial, and final sounds in single-syllable words
- 1.5 distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)
- 1.6 create and state a series of rhyming words, including consonant blends
- 1.7 add, delete or change target sounds in order to change words (e.g., change cow to how; pan to an)
- 1.8 blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- 1.9 segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ =splat; /r/I/ch/ = rich).

Decoding and Word Recognition:

- 1.10 generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and combine those sounds into recognizable words
 - 1.11 read common, irregular sight words (e.g., the, have, said, come, give, of)
- 1.12 use knowledge of vowel digraphs and r-controlled letter-sound associations to read words
- 1.13 read compound words and contractions
- 1.14 read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking)

1.15 read common word families (e.g., -ite, -ill, -ate)

1.16 read aloud with fluency in a manner that sounds like natural speech

Vocabulary and Concept Development:

1.17 classify grade-appropriate categories of words (e.g., concrete collections like animals and foods)

2.0 **READING COMPREHENSION:** Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1 identify text that uses sequence and/or logical order

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2 respond to who, what, when, where, why, and how questions

2.3 follow one-step written instructions

2.4 use context to resolve ambiguities about word and sentence meanings

2.5 confirm predictions about what will happen next in text by identifying key words (i.e., signpost words)

2.6 relate prior knowledge to textual information

2.7 retell the central ideas of simple expository or narrative passages

3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Narrative Analysis of Grade-Level-Appropriate Text:

3.1 identify and describe the story elements of plot, setting, and characters, including the story’s beginning, middle, and ending

3.2 describe the role and contribution of authors and illustrators to print materials

3.3 recollect, talk, and write about books read during the school year

WRITING

1.0 **WRITING STRATEGIES:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose and successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions, and publishing in some form)

Organization and Focus:

- 1.1 select a focus when writing
- 1.2 use descriptive words when writing

Penmanship:

- 1.3 print legibly and space letters, words, and sentences appropriately

2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 1 writing strategies outlined in Writing Standard 1.0, students:

- 2.1 write brief narratives describing an experience (e.g., fictional, autobiographical)
- 2.2 write brief expository descriptions of a real object, person, place, or event using sensory details

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

- 1.1 write and speak in complete, coherent sentences

Grammar:

- 1.2 identify and correctly use singular and plural nouns
- 1.3 identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., -s, my/mine, his/her, hers, your/s) in writing and speaking

Punctuation:

- 1.4 distinguish between declarative, exclamatory, and interrogative sentences
- 1.5 use period, exclamation point, or question mark at the end of sentences
- 1.6 use knowledge of basic punctuation and capitalization when reading

Capitalization:

1.7 correctly capitalize the first word of a sentence, names of people, and the pronoun “I”

Spelling:

1.8 spell three- and four-letter short-vowel words and phonetically spell other sight words correctly

1.9 Spell common word families

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener’s understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

1.1 listen attentively

1.2 ask questions for clarification and understanding

1.3 give, restate, and follow simple two-step directions

Organization and Delivery of Oral Communication:

1.4 stay on topic when speaking

1.5 use descriptive words when speaking about people, places, things, and events

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 1 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

2.1 recite poems, rhymes, songs, and stories

2.2 retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why, and how questions

2.3 relate an important life event or personal experience using simple sequencing

2.4 provide descriptions with careful attention to sensory detail

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GRADE 2

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts; and apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition:

- 1.1 recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading
- 1.2 apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per; vc/cv = sup/per)
- 1.3 decode two-syllable nonsense words and regular multi-syllable words
- 1.4 recognize common abbreviations (e.g., Jan., Sun., Rt., St.)
- 1.5 identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)
- 1.6 read aloud with fluency and accuracy, and with appropriate intonation and expression

Vocabulary and Concept Development:

- 1.7 understand and explain common antonyms and synonyms
 - 1.8 use knowledge of individual words in unknown compound words to predict their meaning
 - 1.9 know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)
 - 1.10 identify simple multiple-meaning words
- 2.0 READING COMPREHENSION: Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1 use titles, table of contents, and chapter headings to locate information in expository text

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2 state purpose engaging in reading (i.e., tell what information the student is seeking)

2.3 use knowledge of author's purpose(s) to comprehend informational text

2.4 ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how)

2.5 restate facts and details in text to clarify and organize ideas

2.6 recognize cause and effect relationships in text

2.7 interpret information from diagrams, charts, and graphs

2.8 follow two-step written instructions

3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Narrative Analysis of Grade-Level-Appropriate Text:

3.1 compare and contrast plots, settings, and characters presented by different authors

3.2 generate alternative endings to plots, and identify reason(s) for, and impact of, the alternatives

3.3 compare and contrast different versions of the same stories that reflect different cultures

3.4 identify rhythm, rhyme, and alliteration in poetry

WRITING

1.0 **WRITING STRATEGIES:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions, and publishing in some form).

Organization and Focus:

1.1 group together related ideas, and maintain a consistent focus

Penmanship:

1.2 create readable documents with legible handwriting

Research:

1.3 understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)

Revising and Evaluating Strategies:

1.4 revise original drafts to improve sequence and provide more descriptive detail

2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 2 writing strategies outlined in Writing Standard 1.0, students:

2.1 write brief narratives based on their experience that

(1) move through a logical sequence of events and (2) describe the setting, characters, objects, and events in detail

2.2 write a friendly letter complete with date, salutation, body, closing, and signature

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1 distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences

Grammar:

1.2 identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking

Punctuation:

1.3 use commas in the greeting and closure of a letter and with dates and words in a series

1.4 use quotation marks correctly

Capitalization:

1.5 capitalize all proper nouns, words at the beginning of sentences and in greetings, months and days of the week, and titles and initials of people

Spelling:

- 1.6 spell frequently used, irregular words correctly (e.g., who, what, why)
- 1.7 spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly

LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

- 1.1 determine the purpose(s) for listening (e.g., to get information, to solve problems, for enjoyment)
- 1.2 ask for clarification and explanation of stories and ideas
- 1.3 paraphrase information that has been shared orally by others
- 1.4 give and follow three- and four-step oral directions

Organization and Delivery of Oral Communication:

- 1.5 organize presentations to maintain a clear focus
 - 1.6 speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class)
 - 1.7 recount experiences in a logical sequence
 - 1.8 retell stories, including characters, setting, and plot
 - 1.9 report on a topic, including supportive facts and details
- 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 2 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 recount experiences or present stories that
 - (1) move through a logical sequence of events
 - (2) describe story elements (e.g., characters, plot, setting)
- 2.2 report on a topic with facts and details, drawing from several sources of information

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GRADE 3

READING

1.0 **WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts; and apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition:

- 1.1 know and use complex word families when reading (e.g., -ight) to decode unfamiliar words
- 1.2 decode regular multi-syllable words
- 1.3 read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

- 1.4 use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words
 - 1.5 demonstrate knowledge of levels of specificity among grade- appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)
 - 1.6 use sentence and word context to find meaning of unknown words
 - 1.7 use a dictionary to learn the meaning and other features of unknown words
 - 1.8 use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words
- 2.0 **READING COMPREHENSION:** Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

- 2.1 use titles, table of contents, chapter headings, glossaries and indexes to locate information in text

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2 ask questions and support answers by connecting prior knowledge with literal and inferential information found in text
 - 2.3 demonstrate comprehension by identifying answers in text
 - 2.4 recall major points in text, and make and modify predictions about forthcoming information
 - 2.5 distinguish main idea and supporting details in expository text
 - 2.6 extract appropriate and significant information from text, including problems and solutions
 - 2.7 follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board)
- 3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1 distinguish among common forms of literature (e.g., poetry, drama, fiction, non-fiction)

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2 comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world
- 3.3 determine what characters are like by what they say or do and by how the author or illustrator portrays them
- 3.4 determine the underlying theme or author’s message in fiction and non-fiction text
- 3.5 recognize the similarities of sounds in words and rhythmical patterns in a selection (e.g., onomatopoeia, alliteration)
- 3.6 identify the speaker or narrator in a selection

WRITING

- 1.0 **WRITING STRATEGIES:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose and successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions, and publishing in some form).

Organization and Focus:

- 1.1 create a single paragraph that
 - (1) develops a topic sentence
 - (2) includes simple supporting facts and details

Penmanship:

- 1.2 write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence

Research and Technology:

- 1.3 understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)

Revising and Evaluating Strategies:

- 1.4 revise drafts to improve the coherence and the logical progression of ideas, using an established rubric

- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 3 writing strategies outlined in Writing Standard 1.0, students:

- 2.1 write narratives that
 - (1) provide a context within which an action takes place
 - (2) include well-chosen detail to develop the plot; and (3) provide insight into why this incident is memorable
- 2.2 write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences
- 2.3 write personal and formal letters, thank you notes and invitations that
 - (1) consider the audience, purpose, and context
 - (2) address knowledge and interests of the audience, stated purpose, and context
 - (3) include the date, proper salutation, body, closing, and signature

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

- 1.0 **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

- 1.1 understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking

Grammar:

- 1.2 identify and use subject/verb agreement, pronouns, adjectives, compound words, and articles in writing and speaking
- 1.3 use past, present and future verb tenses in writing and speaking
- 1.4 identify and use subject and predicate of single-clause sentences in writing and speaking

Punctuation:

- 1.5 punctuate dates, city and state, and titles of books correctly
- 1.6 use commas in series, dates, locations, and addresses

Capitalization:

- 1.7 capitalize geographical names, holidays, historical periods, and special events correctly

Spelling:

- 1.8 spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns (e.g., qu, consonant doubling, change y to i) and common homophones (e.g., hair-hare)
- 1.9 arrange words in alphabetical order

LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

- 1.1 retell, paraphrase, and explain what has been said by a speaker
- 1.2 connect and relate prior experiences, insights, and ideas to those of a speaker
- 1.3 respond to questions with appropriate elaboration
- 1.4 identify the musical elements of literary language (e.g., rhymes, repeated sounds, or instances of onomatopoeia)

Organization and Delivery of Oral Communication:

- 1.5 organize ideas chronologically or around major points of information
- 1.6 provide a beginning, middle, and end, including concrete details that develop a central idea
- 1.7 use clear and specific vocabulary to communicate ideas and establish tone
- 1.8 clarify and enhance oral presentations through use of appropriate props (e.g., objects, pictures, charts)
- 1.9 read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read

Analysis and Evaluation of Oral and Media Communications:

- 1.10 compare ideas and points of view in broadcast and print media
 - 1.11 distinguish between the speaker's opinions and verifiable facts
- 2.0 **SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 3 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 make brief narrative presentations on an incident that
 - (1) provide a context within which an incident occurs
 - (2) provide insight into why the selected incident is memorable
 - (3) include well-chosen details to develop character, setting, and/or plot
- 2.2 plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone
- 2.3 make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences

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GRADE 4

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts; and apply this knowledge to achieve fluent oral and silent reading.

Word Recognition:

- 1.1 read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

- 1.2 apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases

- 1.3 use knowledge of root words to determine the meaning of unknown words within a passage

- 1.4 know common Greek- and Latin-derived roots and affixes and use this knowledge to analyze the meaning of complex words (e.g., international)

- 1.5 use a thesaurus to determine related words and concepts

- 1.6 distinguish and interpret multiple meaning words

- 2.0 READING COMPREHENSION: Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

- 2.1 identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2 use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, and personal enjoyment)
 - 2.3 make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues
 - 2.4 evaluate new information and hypotheses by testing them against known information and ideas
 - 2.5 compare and contrast information on the same topic after reading several passages or articles
 - 2.6 distinguish between cause and effect and fact and opinion in expository text
 - 2.7 follow multiple-step instructions from a basic technical manual (e.g., how to use computer commands or video games)
- 3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1 describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2 identify the main events of the plot, their causes, and how each influences future action(s)
- 3.3 use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions
- 3.4 compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)
- 3.5 identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification

WRITING

- 1.0 **WRITING STRATEGIES:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose, and they successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions, and publishing in some form).

Organization and Focus:

- 1.1 select focus, organization, and point of view based upon purpose, audience, length, and format requirements
- 1.2 create a multiple paragraph composition that
 - (1) provides an introductory paragraph
 - (2) establishes and supports a central idea with a topic sentence at or near the beginning of the first paragraph
 - (3) includes supporting paragraphs with simple facts, details, and explanations
 - (4) concludes with a paragraph that summarizes the points
 - (5) is indented properly
- 1.3 use traditional structures for conveying information, (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)

Penmanship:

- 1.4 write fluidly and legibly in cursive or joined italic, easily transcribing manuscript into cursive and vice-versa

Research and Technology:

- 1.5 quote or paraphrase information sources, citing them appropriately
- 1.6 locate information in reference texts by using organizational features (e.g., prefaces, appendices, table of contents, glossary, and index)
- 1.7 use various reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog/on-line catalog, encyclopedia, on-line information)
- 1.8 understand the structure and organization of (and use) almanacs, newspapers, and periodicals
- 1.9 demonstrate basic keyboarding skills and familiarity with the vocabulary of technology (e.g., cursor, software, memory, disk drive, hard drive)

Revising and Evaluating Strategies:

- 1.10 edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text
- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 4 writing strategies outlined in Writing Standard 1.0, students:

- 2.1 write narratives on incidents that

- (1) relate ideas, observations, and/or memories
 - (2) provide a context to enable the reader to imagine the world of the event or experience
 - (3) use concrete sensory details
 - (4) provide insight into why this incident is memorable
- 2.2 write responses to literature that
- (1) demonstrate an understanding of the literary work
 - (2) support judgments through references both to the text and to prior knowledge
- 2.3 write information reports that
- (1) frame a key question about an issue or situation
 - (2) include facts and details for focus
 - (3) draw from more than one source of information (e.g., speakers, books, newspapers, media sources)
- 2.4 write summaries that contain the main ideas of the reading selection and the most significant details

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

- 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

- 1.1 use simple and compound sentences in writing and speaking
- 1.2 combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases

Grammar:

- 1.3 identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking

Punctuation:

- 1.4 use commas in direct quotations, apostrophes in possessives and contractions, and parentheses
- 1.5 use underlining, quotations, or italics to identify titles

Capitalization:

- 1.6 capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations

Spelling:

- 1.7 spell correctly roots, inflections, suffixes and prefixes, and syllable constructions

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication and speak in a manner that guides and informs the listener’s understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

- 1.1 ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings
- 1.2 summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- 1.3 identify how language (e.g., sayings, expressions, usages) reflects regions and cultures
- 1.4 give precise directions and instructions

Organization and Delivery of Oral Communication:

- 1.5 present effective introductions and conclusions that guide and inform the listener’s understanding of key ideas and evidence
- 1.6 use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)
- 1.7 emphasize points in ways that assist the listener/viewer in following key ideas and concepts
- 1.8 use details, examples, anecdotes, or experiences to explain or clarify information
- 1.9 use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning

Analysis and Evaluation of Oral Media Communication:

- 1.10 evaluate the role of the media in focusing attention on events and in forming opinions on issues

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 4 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 make narrative presentations on an incident that
 - (1) relate ideas, observations, and/or memories
 - (2) provide context that enables the listener to imagine the circumstances in which the event or experience occurred

- (3) provide insight into why the selected incident is memorable
- 2.2 make informational presentations that
 - (1) frame a key question
 - (2) contain facts and details that help listeners focus
 - (3) incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports)
- 2.3 deliver oral summaries of articles and books that contain the main ideas of the event/article and the most significant details
- 2.4 recite brief poems (i.e., two or three stanzas), brief soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing

Tustin Unified School District
Reading/Language Arts Content Standards

Adopted by the Board of Education 6/22/98

GRADE 5

READING

1.0 **WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition:

1.1 read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

1.2 use word origins to determine the meaning of unknown words

1.3 understand and explain frequently used synonyms, antonyms and homographs

1.4 know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)

1.5 understand and explain the figurative and metaphorical use of words in context

2.0 **READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1 understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable

2.2 analyze text that is organized in sequential or chronological order

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.3 discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas

- 2.4 draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge

Expository Critique:

- 2.5 distinguish among facts, supported inferences, and opinions in text

- 3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1 identify and analyze the characteristics of poetry, drama, fiction, and non-fiction as literary forms chosen by an author for a specific purpose

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2 identify the main problem or conflict of the plot and how it is resolved
- 3.3 contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (e.g., loyalty, selfishness, conscientiousness)
- 3.4 understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works
- 3.5 describe the function and effect of key literary devices (e.g., imagery, metaphor, symbolism)

Literary Criticism:

- 3.6 evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (Reader Response)
- 3.7 evaluate the author's use of various techniques to influence readers' perspectives (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) (Reader Response)

WRITING

- 1.0 **WRITING STRATEGIES:** Students write clear, coherent, and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.

Organization and Focus:

- 1.1 create a multiple-paragraph narrative composition that

- (1) establishes and develops a situation or plot
- (2) describes the setting
- (3) develops a character(s)
- (4) presents an ending

1.2 create a multiple-paragraph expository composition that

- (1) establishes a topic, key ideas or events in sequence and/or chronological order
- (2) provides details and transitional expressions which link paragraph to paragraph in a clear line of thought
- (3) offers a concluding paragraph that summarizes the key ideas and details

Research and Technology:

- 1.3 use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate further relevant information
- 1.4 create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks)
- 1.5 use a thesaurus to identify alternative word choices and meanings

Revising and Evaluating Writing:

- 1.6 edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences

2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grade 5 writing strategies outlined in Writing Standard 1.0, students:

2.1 write narratives that

- (1) establish plot, point of view, setting, and/or conflict
- (2) show rather than tell the events of the story

2.2 write responses to literature that

- (1) demonstrate an understanding of a literary work
- (2) support judgments through references both to the text and to prior knowledge
- (3) develop interpretations that exhibit careful reading and understanding

- 2.3 write research reports about key ideas, issues, or events that
 - (1) frame questions that direct the investigation
 - (2) establish a controlling idea/topic
 - (3) develop the topic with simple facts, details, examples and explanations
- 2.4 write persuasive letters or compositions that
 - (1) state clear position in support of proposal
 - (2) support position with relevant evidence
 - (3) follow simple organization pattern
 - (4) address reader concerns

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

- 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

- 1.1 identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to elaborate ideas

Grammar:

- 1.2 identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise); modifiers; and nominative, objective, and possessive pronouns

Punctuation:

- 1.3 use colon to separate hours and minutes and to introduce a list; use quotation marks around exact words of speaker and names of poems, songs, short stories, etc.

Capitalization:

- 1.4 use correct capitalization

Spelling:

- 1.5 spell roots, suffixes, prefixes, contractions, and syllable constructions correctly

LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension:

- 1.1 ask questions that seek information not already discussed
- 1.2 interpret speaker's verbal and non-verbal messages, purposes, and perspectives
- 1.3 make inferences or draw conclusions based on an oral report

Organization and Delivery of Oral Communication:

- 1.4 select a focus, organizational structure, and point of view for oral presentation
- 1.5 clarify and support spoken ideas with evidence and examples
- 1.6 engage audience with appropriate verbal cues, facial expressions, and gestures

Analysis and Evaluation of Oral and Media Communications:

- 1.7 identify, analyze, and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities), and identify any logical fallacies used in oral presentations and media messages
- 1.8 analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture

- 2.0 **SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e., narration, exposition, persuasion, and description). Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grade 5 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver narrative presentations that
 - (1) establish a situation, plot, point of view, and setting with descriptive words and phrases
 - 2) show rather than tell the listener what happens
- 2.2 deliver informative presentations about a key idea, issue, or event that
 - (1) frame questions to direct the investigation
 - (2) establish a controlling idea/topic
 - (3) develop the topic with simple facts, details, examples and explanations
- 2.3 deliver oral responses to literature that
 - (1) summarize significant events and details
 - (2) provide several clear ideas or images
 - (3) use examples and/or textual evidence

Tustin Unified School District
Reading/Language Arts Content Standards

Adopted by the Board of Education 6/22/98

GRADE 6

READING

1.0 **WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition:

1.1 read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

1.2 distinguish and interpret figurative language and multiple-meaning words

1.3 recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing

1.4 monitor expository text for unknown words or words with novel meanings, using word, sentence and paragraph clues to determine meaning

1.5 understand and explain the connotation or “shades of meaning” for related words (e.g., softly and quietly) in context

2.0 **READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1 identify and use the structural features of, and differences among, newspapers, magazines, and editorials to gain meaning from text

2.2 analyze text that uses compare-and-contrast patterns

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.3 connect and clarify main ideas, identifying their relationship to other sources and related topics
- 2.4 clarify understanding of texts by creating outlines, logical notes, summaries, or reports
- 2.5 follow multiple-step instructions for preparing applications (e.g., public library card, bank savings account, sports club, or league membership form)

Expository Critique:

- 2.6 determine the adequacy and appropriateness of an author's evidence for his or her conclusions
- 2.7 make reasonable assertions about text through accurate, supportive citations
- 2.8 note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text

- 3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1 distinguish among forms of fiction and describe the major characteristics of each form

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2 analyze how the qualities of the character (e.g., courage or cowardice, ambition or laziness) affect the plot and resolution of the conflict
- 3.3 analyze the influence of setting on the problem and its resolution
- 3.4 define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme
- 3.5 identify the speaker and recognize the difference between first and third person narration (e.g., autobiography versus biography)
- 3.6 identify and analyze features of themes conveyed through characters, actions, and images
- 3.7 explain the effects of key literary devices in a variety of fictional and non-fictional texts (e.g., symbolism, imagery, metaphor)

Literary Criticism:

- 3.8 critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction) (Reader Response)

WRITING

1.0 **WRITING STRATEGIES:** Students write clear, coherent, and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.

Organization and Focus:

- 1.1 choose the form of writing that best suits the intended purpose (e.g., personal letter, letter to the editor, review, poem, report, narrative)
- 1.2 create a multiple-paragraph expository composition that
 - (1) engages the interest of the reader and states a clear purpose
 - (2) develops the topic with supportive details, precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader
 - (3) concludes with a detailed summary linked to the purpose of composition
- 1.3 use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order

Research and Technology:

- 1.4 use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information
- 1.5 compose documents with appropriate formatting by using word- processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)

Revising and Evaluating Writing:

- 1.6 revise writing to improve organization and consistency of ideas within and between paragraphs
- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grade 6 writing strategies outlined in Writing Standard 1.0, students:

- 2.1 write narratives, that
 - (1) establish and develop plot and setting, and choose a point of view that is appropriate to stories
 - (2) include sensory details and concrete language to develop plot and character
 - (3) use a range of narrative strategies (e.g., dialogue, suspense)
- 2.2 write expository compositions (e.g., description, explanation, comparison and contrast, and/or problem/solution) that
 - (1) state the thesis or purpose
 - (2) explain the situation

- (3) follow an organizational pattern appropriate to the type of composition (e.g., if problem/solution, then paired)
 - (4) offer persuasive evidence for the validity of the description, proposed solutions, etc.
- 2.3 write research reports that
- (1) pose relevant questions narrow enough to be thoroughly covered
 - (2) support the main idea(s) with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, on-line information searches)
 - (3) use a bibliography
- 2.4 write responses to literature that
- (1) develop an interpretation which exhibits careful reading, understanding and insight
 - (2) organize the interpretation around several clear ideas, premises, or images
 - (3) develop and justify the interpretation through sustained use of examples and textual evidence
- 2.5 write persuasive compositions that
- (1) state a clear position in support of a proposition or proposal
 - (2) support the position with organized and relevant evidence; and (3) anticipate and address reader concerns and counter-arguments

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1 use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts

Grammar:

1.2 identify and use present perfect, past perfect, and future perfect tenses; subject-verb agreement with compound subjects; and indefinite pronouns

Punctuation:

1.3 use colons in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences

Capitalization:

1.4 use correct capitalization

Spelling:

- 1.5 spell frequently misspelled words correctly (e.g., their, they're, there, does, because, were, weather, whether, when)

LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension:

- 1.1 relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and non-verbal messages (e.g., posture, gesture)
- 1.2 identify the tone, mood, and emotion conveyed in the oral communication
- 1.3 restate and execute multi-step oral instructions and directions

Organization and Delivery of Oral Communication:

- 1.4 select a focus, organizational structure, and point of view; matching purpose, message, occasion, and vocal modulation to the audience
- 1.5 emphasize salient points to assist the listener in following main ideas and concepts
- 1.6 support opinions expressed with detailed evidence and with visual or media displays that use appropriate technology
- 1.7 use effective rate, volume, pitch, and tone, and align non-verbal elements to sustain audience interest and attention

Analysis and Evaluation of Oral and Media Communications:

- 1.8 analyze the use of rhetorical devices for their intent and effects (e.g., cadence, repetitive patterns, and use of onomatopoeia)
- 1.9 identify persuasive and propaganda techniques used in television, and identify false and misleading information

- 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e., narration, exposition, persuasion, and description). Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grade 6 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver narrative presentations that
 - (1) establish a context, plot, and/or point of view
 - (2) include sensory details and concrete language to develop plot and character
 - (3) use a range of narrative strategies (e.g., dialogue, tension or suspense)

- 2.2 deliver informative presentations that
 - (1) pose relevant questions that are sufficiently limited to be completely and thoroughly answered
 - (2) develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, on-line information)

- 2.3 deliver oral responses to literature that
 - (1) develop an interpretation which exhibits careful reading, understanding, and insight
 - (2) organize the selected interpretation around several clear ideas, premises, or images
 - (3) develop and justify the selected interpretation through sustained use of examples and textual evidence

- 2.4 deliver persuasive presentations that
 - (1) provide a clear statement of the position
 - (2) include relevant evidence
 - (3) offer logical sequence of information
 - (4) engage the listener and foster acceptance of the proposition or proposal

- 2.5 deliver presentations theorizing on problems and solutions that
 - (1) establish connections among the situation, the postulated causes and effects, definition of the problem, and at least one solution
 - (2) offer persuasive evidence to validate the definition of the problem and the proposed solution(s)

Tustin Unified School District

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GRADE 7

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development:

- 1.1 identify idioms, analogies, metaphors, and similes in prose and poetry
- 1.2 use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary
- 1.3 clarify word meaning through the use of definition, example, restatement, or contrast

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

- 2.1 understand and analyze the differences among various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs) in terms of their structure and purpose
- 2.2 locate information using a variety of consumer, workplace, and public documents
- 2.3 analyze text which uses cause and effect patterns

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.4 identify and trace the development of an author's argument, point of view, or perspective in text
- 2.5 understand and explain the use of a simple mechanical device by following technical directions

Expository Critique:

2.6 assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping

3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

3.1 articulate the expressed purposes and characteristics of different forms of prose (short story, novel, novella, essay)

Narrative Analysis of Grade-Level-Appropriate Text:

3.2 identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)

3.3 analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and what other characters think, say, and do

3.4 identify and analyze recurring themes across works, (e.g., bravery, loneliness, loyalty, friendship)

3.5 contrast points of view in narrative text and how they affect the overall theme of the work (e.g., first versus third person, limited versus omniscient, subjective versus objective)

Literary Criticism:

3.6 analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses (Reader Response)

WRITING

1.0 **WRITING STRATEGIES:** Students write clear, coherent, and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.

Organization and Focus:

1.1 create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences and ideas to unify key ideas

1.2 support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples

1.3 use strategies of note-taking, outlining, and summarizing to structure composition drafts

Research and Technology:

- 1.4 identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research
- 1.5 give credit for both quoted and paraphrased information in a bibliography using a consistent and sanctioned format and methodology for citations
- 1.6 create documents using word-processing skills and publishing programs, and develop simple databases and spreadsheets to manage information and prepare reports

Revising and Evaluating Writing:

- 1.7 revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary
- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grade 7 writing strategies outlined in Writing Standard 1.0, students:

- 2.1 write fictional or autobiographical narratives that
 - (1) develop a standard plot line (beginning, conflict, rising action, climax, denouement) and point of view
 - (2) develop complex major and minor characters and a definite setting
 - (3) use a range of appropriate strategies (e.g., dialogue, suspense, naming of specific narrative action, including movement, gestures, and expressions)
- 2.2 write responses to literature that
 - (1) develop interpretations which exhibit careful reading, understanding, and insight
 - (2) organize interpretations around several clear ideas, premises, or images
 - (3) justify interpretations through sustained use of examples and textual evidence
- 2.3 write research reports that
 - (1) pose relevant and tightly drawn questions about the topic
 - (2) convey clear and accurate perspectives on the subject
 - (3) include evidence generated through the formal research process (e.g., card catalog, Reader's Guide to Periodical Literature, on-line computer catalog, magazines, newspapers, dictionaries)
 - (4) document reference sources with footnotes and a bibliography

2.4 write persuasive compositions that

- (1) state a clear position or perspective in support of a proposition or proposal
- (2) describe the points in support of the proposition, employing well-articulated evidence
- (3) anticipate and address reader concerns and counter-arguments

2.5 write summaries of reading materials that

- (1) contain the materials' main ideas and most significant details
- (2) are written in the student's own words, except for material quoted from the source
- (3) reflect the underlying meaning of the source, not just the superficial details

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1 place modifiers properly, and use active voice

Grammar:

1.2 identify and use infinitives, participles, and clear pronoun/antecedent references

1.3 identify

- (1) all parts of speech
- (2) types and structure of sentences
- (3) mechanics (e.g., quotations, commas at end of dependent clause)
- (4) appropriate usage (e.g., pronoun reference)

Punctuation:

1.4 identify and use hyphen, dash, brackets, and semi-colon between two clauses of a compound sentence that are not joined by a conjunction

Capitalization:

1.5 use correct capitalization

Spelling:

1.6 spell derivatives correctly by applying the spellings of bases and affixes

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension:

- 1.1 ask probing questions designed to elicit information, including evidence to support the listener's claims and conclusions
- 1.2 determine the speaker's attitude toward the subject
- 1.3 respond to persuasive messages with questions, challenges, or affirmations

Organization and Delivery of Oral Communication:

- 1.4 organize information to achieve particular purposes and to appeal to the background and interests of the audience
- 1.5 arrange details, reasons, descriptions, and examples effectively and persuasively in relation to the audience
- 1.6 use explicit techniques for effective presentations, including voice modulation, inflection, tempo, enunciation, and eye contact

Analysis and Evaluation of Oral and Media Communications:

- 1.7 provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery, as well as its overall impact upon the listener(s)
- 1.8 analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used to achieve the effects in each instance studied

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e., narration, exposition, persuasion, and description). Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grade 7 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver narrative presentations that
 - (1) develop a context, standard plot line (i.e., beginning, conflict, rising action, climax, denouement), and/or point of view
 - (2) describe complex major and minor characters and a definite setting
 - (3) use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions)

2.2 deliver oral summaries of articles and books that

- (1) contain the main ideas of the event/article and the most significant details
- (2) use the student's own words, except for material quoted from the source
- (3) convey a comprehensive understanding of the source, not just the superficial details

2.3 deliver research presentations that

- (1) pose relevant and concise questions about the topic
- (2) convey clear and accurate perspectives on the subject
- (3) include evidence generated through the formal research process (e.g., card catalog, *Reader's Guide to Periodical Literature*, on-line catalog, magazines, newspapers, dictionaries)
- (4) cite reference sources appropriately

2.4 deliver persuasive presentations that

- (1) state a clear position or perspective in support of a proposition or proposal
- (2) describe the points in support of the proposition, employing well-articulated evidence

Tustin Unified School District

Reading/Language Arts Content Standards

Adopted by the Board of Education 6/22/98

GRADE 8

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development:

- 1.1 use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases
- 1.2 understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings
- 1.3 use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, comparison, or contrast

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

- 2.1 compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, and instructional manuals)
- 2.2 analyze text that uses proposition-and-support patterns

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.3 find similarities and differences among texts in the treatment, scope, or organization of ideas
- 2.4 compare original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text
- 2.5 understand and explain the use of a complex mechanical device by following technical directions
- 2.6 use information from a variety of consumer, workplace, and public documents to explain a situation or decision and/or to solve a problem

Expository Critique:

2.7 evaluate the unity, coherence, logic, internal consistency, and structural patterns of text

3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

3.1 determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, and sonnet)

Narrative Analysis of Grade-Level-Appropriate Text:

3.2 evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and how (and whether) conflicts are (or are not) addressed and resolved

3.3 compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts

3.4 analyze relevance of setting (place, time, and customs) to the mood, tone, and meaning of text

3.5 identify and analyze recurring comparative themes across works, (e.g., good and evil, traditional and contemporary)

3.6 identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony), and use those elements to interpret the work

Literary Criticism:

3.7 analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)

WRITING

1.0 **WRITING STRATEGIES:** Students write clear, coherent, and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.

Organization and Focus:

1.1 create compositions that establish a controlling impression, have a coherent thesis, and/or make a clear and well-supported conclusion

1.2 establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques

- 1.3 support thesis or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices

Research and Technology:

- 1.4 Plan and conduct multiple-step information searches using computer networks and modem-delivered services
- 1.5 achieve effective balance between researched information and original ideas

Revising and Evaluating Writing:

- 1.6 revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas

- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grade 8 writing strategies outlined in Writing Standard 1.0, students:

- 2.1 write biographies, autobiographies, short stories, and/or narratives that
 - (1) relate a clear, coherent incident, event, or situation by using well-chosen details
 - (2) reveal the significance of, or the writer's attitude about, the subject
 - (3) employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters)
- 2.2 write responses to literature that
 - (1) develop interpretations which exhibit careful reading and insight
 - (2) connect the student's own responses to the writer's techniques and to specific textual references
 - (3) draw supported inferences about the effects of a literary work on its audience
 - (4) support judgments through references to the text, other works, other authors, or to personal knowledge
- 2.3 write research reports that
 - (1) define and clarify a thesis
 - (2) record important ideas, concepts, and direct quotations from significant information sources, paraphrasing and summarizing all perspectives on the topic, as appropriate
 - (3) use a variety of primary and secondary sources, distinguishing the nature and value of each

- (4) organize and record information on charts, maps, and graphs
- 2.4 write persuasive compositions that
 - (1) include a well-defined thesis that makes a clear and knowledgeable judgment
 - (2) support arguments with detailed evidence, examples, and reasoning, differentiating between evidence and opinion
 - (3) arrange details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments
- 2.5 write documents related to career development, including simple business letters and job applications, that
 - (1) are purposeful and reflect the intended audience
 - (2) meet the needs of the audience efficiently
 - (3) follow the conventional style for the type of document (e.g., letter of inquiry, memorandum)
- 2.6 write technical documents that explain a complex operation or situation (e.g., design a system, operate a tool, or bylaws of an organization) that
 - (1) identify the sequence of activities needed to create the product, service, or system
 - (2) include all the factors and variables that need to be considered
 - (3) use formatting techniques (e.g., headings, differing fonts) to aid comprehension

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

- 1.1 use correct and varied sentence types and sentence openings to reinforce the presentation of a lively and effective personal style
- 1.2 identify and use parallel structure in all written discourse, including similar grammatical forms to present items in a series, complements, and items juxtaposed for emphasis
- 1.3 use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly

Grammar:

- 1.4 edit written manuscripts to reflect proper grammar

Punctuation and Capitalization:

- 1.5 use correct punctuation and capitalization

Spelling:

- 1.6 use correct spelling conventions

LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension:

- 1.1 analyze oral interpretations of literature, including language choice and delivery, and how they affect the listener(s)
- 1.2 paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose

Organization and Delivery of Oral Communication:

- 1.3 organize information to achieve particular purposes, matching message, vocabulary, voice modulation, expression, and tone to audience and purpose
- 1.4 prepare a speech outline based upon a chosen pattern of organization, generally including an introduction, transitions, previews, and summaries, a logically developed body; and an effective conclusion
- 1.5 use precise language, action verbs, sensory details, appropriate and colorful modifiers, and active rather than passive voice in ways that enliven oral presentations
- 1.6 use appropriate grammar, word choice, enunciation, and pace during formal presentations
- 1.7 use audience feedback (i.e., verbal and non-verbal cues) to
 - (1) reconsider and modify organizational structure/plan
 - (2) rearrange words and sentences to clarify meaning

Analysis and Evaluation of Oral and Media Communications:

- 1.8 evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material)
- 1.9 interpret and evaluate various ways that visual image-makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions

2.0 **SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e., narration, exposition, persuasion, and description). Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grade 8 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver narrative presentations (e.g., biographical, autobiographical) that
 - (1) relate a clear, coherent incident, event, or situation by using well-chosen details
 - (2) reveal the significance of or the subject's attitude about the incident, event, or situation
 - (3) employ narrative and descriptive strategies e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters)
- 2.2 deliver oral responses to literature that
 - (1) interpret reading and provide insight
 - (2) connect own responses to the writer's techniques and to specific textual references
 - (3) draw supported inferences about the effects of a literary work on its audience
 - (4) support judgments through references to the text, other works, other authors, or personal knowledge
- 2.3 deliver research presentations that
 - (1) define a thesis
 - (2) record important ideas, concepts, direct quotations from significant information sources, paraphrasing and summarizing all relevant perspectives on the topic, as appropriate
 - (3) use a variety of primary and secondary sources, distinguishing the nature and value of each
 - (4) organize and record information on charts, maps and graphs
- 2.4 deliver persuasive presentations that
 - (1) include a well-defined thesis that makes a clear and knowledgeable judgment
 - (2) support arguments with detailed evidence, examples and reasoning, differentiating evidence from opinion

(3) effectively anticipate and answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements

(4) maintain a reasonable tone

2.5 recite poems (i.e., four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance meaning

Tustin Unified School District

Reading/Language Arts Content Standards

Adopted by the Board of Education 6/22/98

GRADES 9/10

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development:

- 1.1 identify and use the literal and figurative meanings of words, and understand word derivation
- 1.2 distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words
- 1.3 identify and use knowledge of the origins of Greek, Roman, and Norse mythology to understand the meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials:

- 2.1 analyze both (1) the structure and format of functional workplace documents, including format, graphics, and headers and (2) how authors use the features to achieve their purposes
- 2.2 prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents/electronic media

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.3 generate relevant questions about readings that can be researched
- 2.4 synthesize the content and ideas from several sources dealing with a single issue or written by a single author, and paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- 2.5 extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration

- 2.6 demonstrate use of sophisticated learning tools by following technical directions (e.g., graphic calculators, specialized software programs, access guides to Internet worldwide websites)

Expository Critique:

- 2.7 critique the logic of functional documents by examining the sequence of information and procedures and the anticipation of possible reader misunderstandings
- 2.8 evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author's intent affects the text's structure and tone (e.g., professional journals, editorials, political speeches, primary source material, electronic media)

- 3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1 articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)
- 3.2 compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.3 analyze interactions between main and subordinate characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and how they affect the plot
- 3.4 determine characters' traits by what they say about themselves in narration, dialogue, dramatic monologue, and soliloquy
- 3.5 compare works that express a universal theme, and provide evidence to support the ideas expressed in each work
- 3.6 analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)
- 3.7 recognize and understand the significance of a wide range of literary elements and techniques, including figurative language, imagery, allegory, and symbolism, and explain their appeal
- 3.8 interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in text
- 3.9 explain how voice, persona, and narrator affect tone, characterization, plot, and credibility
- 3.10 identify and describe the function of dialogue, scene design, soliloquies, and asides and character foils in dramatic literature

Literary Criticism:

- 3.11 evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)
- 3.12 analyze how a work of literature is related to the themes and issues of its historical period (Historical Approach)

WRITING

1.0 **WRITING STRATEGIES:** Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

Organization and Focus:

- 1.1 establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
- 1.2 use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice

Research and Technology:

- 1.3 use clear research questions and coherent research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources
- 1.4 develop key ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheticals, and/or definitions)
- 1.5 synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents)
- 1.6 integrate quotations and citations into written text, while maintaining the flow of ideas
- 1.7 use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the *Modern Language Association Handbook* or *Chicago Style Manual*)
- 1.8 design and publish multi-page documents using advanced publishing software and graphic programs

Revising and Evaluating Strategies:

1.9 revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context

2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grades 9/10 writing strategies outlined in Writing Standard 1.0, students:

2.1 write biographical, autobiographical narratives, and/or short stories that

(1) narrate a sequence of events and communicate their significance to the audience

(2) locate scenes and incidents in specific places

(3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue; feelings of characters)

(4) pace the presentation of actions to accommodate time/ mood changes

(5) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details

2.2 write responses to literature that

(1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages

(2) support key ideas and viewpoints through accurate and detailed references to the text or to other works

(3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created

(4) identify and assess the impact of perceived ambiguities, nuances, and complexities within text

2.3 write expository compositions, including analytical essays and research reports that

(1) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives

(2) convey information and ideas from primary and secondary sources accurately and coherently

(3) make distinctions about the relative value and significance of specific data, facts, and ideas

(4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology

(5) anticipate and address readers' potential misunderstandings, biases, and expectations

(6) use technical terms and notations accurately

- 2.4 write persuasive compositions that
- (1) structure ideas and arguments in a sustained and logical fashion
 - (2) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; personal anecdote, case study, or analogy)
 - (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
 - (4) address readers' concerns, counterclaims, biases, and/or expectations
- 2.5 write business letters that
- (1) are clear and purposeful, and address the intended audience appropriately
 - (2) use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients
 - (3) highlight central ideas or images
 - (4) follow conventional style, and use page formats, fonts, and spacing that contribute to the documents' readability and impact
- 2.6 write technical documents (e.g., manual on rules of behavior for conflict resolution, procedures for conducting a meeting, transcription of minutes of a meeting) that
- (1) report and/or convey information and ideas logically and correctly
 - (2) offer detailed and accurate specifications
 - (3) include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide)
 - (4) anticipate readers' problems, mistakes, and misunderstandings

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Grammar and Mechanics:

- 1.1 identify and use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives and participles), mechanics (e.g., semi-colons, colons, ellipses and hyphens), usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers)

Manuscript Form:

- 1.2 demonstrate control of grammar, paragraph and sentence structure, diction, syntax, and usage
- 1.3 produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

- 1.4 reflect appropriate manuscript requirements, including
 - (1) title page presentation
 - (2) pagination
 - (3) spacing and margins
 - (4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

- 1.1 formulate judgments about the ideas under discussion and support those judgments with convincing evidence
- 1.2 compare and contrast how media genres (e.g., nightly news, news magazines, documentaries, on-line information) cover the same event

Organization and Delivery of Oral Communication:

- 1.3 choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and to persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause
- 1.4 choose appropriate devices for introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources)
- 1.5 recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating rational arguments and applying the art of persuasion and debate
- 1.6 present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance
- 1.7 use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations
- 1.8 produce concise notes for extemporaneous delivery
- 1.9 analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact)

Analysis and Evaluation of Oral and Media Communications:

- 1.10 analyze a group of historically significant speeches to find the rhetorical devices and features that make them memorable (e.g., Abraham Lincoln's *Gettysburg Address* and Martin Luther King's *I Have a Dream*)
- 1.11 assess how language and delivery affect the mood and tone of the oral communication and impact the audience
- 1.12 evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax
- 1.13 analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic
- 1.14 identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* to Kenneth Branagh's 1990 film version)

- 2.0 **SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 9/10 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver narrative presentations (autobiographical or fictional) that
 - (1) narrate a sequence of events and communicate their significance to the audience
 - (2) locate scenes and incidents in specific places
 - (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions, movements, and gestures; feelings of characters)
 - (4) pace the presentation of actions to accommodate time or mood changes
- 2.2 deliver expository presentations that
 - (1) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives
 - (2) convey information and ideas from primary and secondary sources accurately and coherently
 - (3) make distinctions about the relative value and significance of specific data, facts, and ideas
 - (4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology
 - (5) anticipate and address the listener's potential misunderstandings, biases, and expectations
 - (6) use technical terms and notations accurately
- 2.3 apply appropriate interviewing techniques

- (1) prepare and ask relevant questions
- (2) make notes of responses
- (3) use language that conveys maturity, sensitivity, and respect
- (4) respond correctly and effectively to questions
- (5) demonstrate knowledge of the subject or organization
- (6) compile and report responses
- (7) evaluate the effectiveness of the interview

2.4 deliver oral responses to literature that

- (1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages (i.e., makes and supports warranted assertions about the text)
- (2) support key ideas and viewpoints through accurate and detailed references to the text or to other works
- (3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created
- (4) identify and assess the impact of perceived ambiguities, nuances, and complexities within text

2.5 deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that

- (1) structure ideas and arguments in a coherent, logical fashion
- (2) use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by personal anecdote, case study, or analogy)
- (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
- (4) anticipate and address the listener's concerns and counter-arguments

2.6 deliver descriptive presentations that

- (1) provide a clear spatial perspective on the subject of the presentation
- (2) clearly establish the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement)
- (3) use factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory detail effectively

Tustin Unified School District

Reading/Language Arts Content Standards

Adopted by the Board of Education 6/22/98

GRADES 11/12

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development:

- 1.1 trace the etymology of significant terms used in political science, economics, and history
- 1.2 apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology and other content area terminology
- 1.3 discern the meaning and relationship between pairs of words encountered in analogical statements (e.g., synonyms/antonyms, connotation/denotation)

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials:

- 2.1 analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2 analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text
- 2.3 verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents/electronic media
- 2.4 make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using elements of text to defend and clarify interpretations
- 2.5 analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject

Expository Critique:

2.6 critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion)

3.0 **LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

3.1 analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres

Narrative Analysis of Grade-Level-Appropriate Text:

3.2 analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims

3.3 analyze how irony, tone, mood, style, and “sound” of language are to achieve specific rhetorical and/or aesthetic purposes

3.4 analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions

3.5 analyze recognized works of American literature representing a variety of genres and traditions in order to

(1) trace the development of American literature from the Colonial period forward

(2) contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another in each period

(3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings

3.6 analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*)

3.7 analyze recognized works of world literature from a variety of authors, in order to

(1) contrast the major literary forms and techniques and the characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern)

(2) relate literary works and authors to major themes and issues of their eras

(3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and, settings

Literary Criticism:

- 3.8 analyze the political assumptions in a selection of literary works or essays on a topic for their clarity and consistency (e.g., suffrage, women's place in organized labor) (Political Approach)
- 3.9 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 its characters (Philosophical Approach)

WRITING

1.0 **WRITING STRATEGIES:** Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

Organization and Focus:

- 1.1 demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.2 use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes
- 1.3 structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- 1.4 enhance meaning by employing rhetorical devices, including 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
- 1.5 use language in natural, fresh, and vivid ways to create a specific tone

Research and Technology:

- 1.6 develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)
- 1.7 use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)
- 1.8 integrate databases, graphics, and spreadsheets into word-processed documents

Revising and Evaluating Strategies:

- 1.9 revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre
- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least

1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grades 11/12 writing strategies outlined in Writing Standard 1.0, students:

2.1 write fictional, autobiographical, and/or biographical narratives that

- (1) narrate a sequence of events and communicate their significance to the audience
- (2) locate scenes and incidents in specific places
- (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue or feelings of characters)
- (4) pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes
- (5) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details

2.2 write responses to literature that

- (1) demonstrate a comprehensive understanding of the significant ideas in works or passages;
- (2) analyze the use of imagery, language, universal themes and/or unique aspects of text;
- (3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works;
- (4) demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created
- (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text

2.3 write reflective compositions that

- (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition)
- (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life
- (3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas

2.4 write narratives on incidents that

- (1) use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition
- (2) analyze several historical records of a single event, examining critical relationships among elements of the research topic

- (3) explain the perceived reason(s) for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation
- (4) include information from all relevant perspectives, taking the validity and reliability of sources into consideration
- (5) provide a formal bibliography

2.5 write job applications, résumés, college and application essays that

- (1) are clear and purposeful, and address the intended audience appropriately
- (2) use varied levels, patterns, and types of language to achieve intended effects and aid comprehension
- (3) modify tone to fit purpose and audience
- (4) follow the conventional style for the type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the documents' readability and impact

2.6 deliver multimedia presentations that

- (1) combine text, images, and sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD ROMs, Internet, computer media generated images)
- (2) select an appropriate medium for each element of the presentation
- (3) use selected media skillfully, including proper editing and monitoring for quality
- (4) test audience response and revise the presentation accordingly

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Manuscript Form:

1.1 demonstrate control of grammar, paragraph and sentence structure, diction, and usage

1.2 produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

1.3 reflect appropriate manuscript requirements in writing

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and

distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

1.1 recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language)

1.2. analyze the impact of media on the democratic process (e.g., influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels

1.3. interpret and evaluate the various ways that visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers) present events and communicate information

Organization and Delivery of Oral Communication:

1.4 use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect

1.5 distinguish among, and use, various forms of classical and contemporary logical argument, including

(1) inductive and deductive reasoning

(2) syllogisms and analogies

1.6 use logical, ethical, and emotional appeals that enhance a specific tone and purpose

1.7 use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details

1.8 use effective and interesting language, including

(1) informal usage for effect

(2) standard English for clarity

(3) technical language for specificity

1.9 use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation

1.10. evaluate when to use different kinds of images (e.g., visual, music, sound effects, graphics) to create effective productions

Analysis and Evaluation of Oral and Media Communications:

- 1.11 critique the impact that a speaker's use of diction and syntax has on purpose and audience
- 1.12 identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, over-generalization, bandwagoning)
- 1.13 analyze the four basic types of persuasive speeches (i.e., propositions of fact, value, problem, or policy), and understand the similarities and differences in their use of patterns of organization, persuasive language, reasoning, and proofs
- 1.14 analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, "War of the Worlds")

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grades 11/12 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver reflective presentations that
 - (1) explore the significance of personal experiences, events, conditions, or concerns, using rhetorical strategies (e.g., narration, description, exposition)
 - (2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life
 - (3) maintain a balance between describing the incident and relating it to more general abstract ideas
- 2.2 deliver oral reports on historical investigations that
 - (1) use exposition, narration, description, argumentation, or some combination of the four modes of presentation to support the main proposition
 - (2) analyze several historical records of a single event, examining critical relationships between and among elements of the research topic
 - (3) explain the perceived reason(s) for the similarities and differences, using information derived from primary and secondary sources to support or enhance the presentation
 - (4) include information on all relevant perspectives, considering the validity and reliability of sources

2.3 deliver oral responses to literature that

- (1) demonstrate a comprehensive understanding of the significant ideas of works or passages (i.e., makes assertions about the text that are reasonable and supportable)
- (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies (i.e., narration, description, argumentation, exposition, or some combination of the four strategies)
- (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works
- (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created
- (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text

2.4 deliver multimedia presentations that

- (1) combine text, images, and sound, incorporating information from a wide range of media, including television, videos, films, newspapers, magazines, CD ROMs, on-line information, and computer media-generated images
- (2) select an appropriate medium for each element of the presentation
- (3) use the selected media skillfully, including editing and monitoring for quality
- (4) test audience response and revise the presentation accordingly

2.5 recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate understanding of meaning (e.g., Hamlet's "To Be or Not to Be")

GLOSSARY AND REFERENCES

active voice—the subject of the verb carries out some action, as *he hit the ball*

affix—a bound (non-word) morpheme that changes the meaning or function of a root or stem to which it is attached, as the prefix *ad-* and the suffix *-ing* in *adjoining*

alliteration—the repetition of the same sound, usually of a consonant, at the beginning of two or more words immediately succeeding each other, or at short intervals, or the repetition of *f* and *g* in: *fields ever fresh, groves ever green*

alphabetic principle—the assumption underlying alphabetic writing systems that each speech sound or phoneme of a language should have its own distinctive graphic representation

anecdotal scripting—the systematic recording of behavioral incidents cited in a literary work for purposes of organization and clarity

annotated bibliography—the inclusion of additional comments in the works listed in the standard bibliography

antecedent—a word, phrase, or clause to which a following pronoun refers, as *Iris* is the antecedent of *she* in *Iris tried, but she couldn't find the book*

appeal to reason—a call upon the reader's faculty to think in a rational way to persuade his or her thoughts

appeal to authority—a call upon an individual or other source as an expert to give credence to an argument made by the author of a work

appeal to emotion—a common fallacy in arguments, the “ad populum” replaces the task of presenting evidence in an argument with expressive language and other devices calculated to excite enthusiasm, excitement, anger, or hatred

appeal to pathos (pity)—a common fallacy in arguments, the “ad misericordiam” is a special case of the appeal to emotion, in which the altruism and mercy of the audience are the special emotions appealed to in the text

appositive—a word or phrase that restates or modifies an immediately preceding nominal, as *Enrico* in *My son Enrico is 12 years old*. *Note:* an appositive is often useful as a context clue for determining or refining the meaning of the word(s) to which it refers

archetypal criticism—the study of apparent perennial images, themes, symbols, stories, and myths in literature, including narratives that unite the seasons with literary genres

archetype—the original pattern or model of which all things of the same type are representations or copies; a perfect example

attack ad hominem—an attack “against the man”; a fallacious attack, in which the thrust is directed not at the conclusion one wishes to deny, but at the person who asserts or defends it

bandwagon(ning)—a popular party, faction, or cause that attracts growing support; a current or fashionable trend

base word—a word to which affixes may be added to create related words, as *teach* in *reteach* or *teaching*

blend—a combination of sounds represented by letters to pronounce a word; as in sounding out the joining of the sounds represented by two or more letters with minimal change in those sounds, as /gr/ in *grow*, /spl/ in *splash*; consonant cluster

boundary—a division between units of a language, as between words, word parts, or syllables

clustering—a content field technique or strategy to help students freely associate ideas in their experience with a keyword proposed by the teacher, thus forming a group of related concepts; a teaching process of “relating a target word to a set of synonyms and other word associations” (May, 1994). *Note*: clustering can be used to stimulate the recall of related ideas in reading and writing, especially in pre-writing

complement—the word (or words) that complete(s) the action of a verb in the predicate of a sentence, as “policeman” in *Tom is a policeman*; to complete a grammatical construction in this way

complementary—a state of relationship between words with contradictory meanings, as *man-woman*, *bachelor-husband*. *Note*: complementaries are characterized by a lack of gradation of meaning between them. In contrast, in antonymy, words have opposite meanings, each of which can nevertheless be graded, as *big-small*, *bigger-smaller*, *biggest-smallest*.

compound sentence—a sentence with two or more coordinate independent clauses but no dependent clause, as *George talked and Harry listened*.

concrete image—a literal representation of a sensory experience or of an object that can be known by more than one of the senses; representation that involves no necessary change or extension in the obvious meaning of the words; the words call up a sensory representation of the literal object or sensation.

consonant doubling—the addition of consonant in the formation of some gerunds and participles

context clues—the information from the immediate textual setting that helps identify a word used for decoding (sounding out) words being read for the first time, the reader’s speaking vocabulary words context is a back-up strategy and is primarily useful to resolve ambiguity (is *bread* pronounced *bred* or *breed*) and to confirm the accuracy of decoding (does it make sense and does it sound right?; and used for words that have become automatically recognized, the context helps resolve which shade of meaning is intended (*progress* or *progrsss*); and used for learning the meaning of new words which can be decoded or pronounced but are not yet in the reader’s speaking vocabulary, it is a primary strategy).

Decoding—the ability and willingness to sound out words by generating all the sounds into a recognizable word (technically called phonological recoding); and the ability to get the meaning of a word quickly, effortlessly, and unconsciously after a brief visual scan, as in automaticity with individual words which is the product of initial phonological decoding and then reading that word successfully a number of times, preferably in text, until the neural connections among the letters, sounds, and the word’s meaning are fully established

description—one of the four traditional forms of composition in speech and writing, meant to give a verbal picture of character and event, including the setting in which they occur

digraphs—two letters that represent one speech sound, as *ch* for /ch/ in *chin* or *ea* for /e/ in *bread*

discourse—a conversation, the act or result of making a formal written or spoken presentation on a subject, as *a learned discourse or literacy*; in linguistics, any form of oral or written communication more extensive than a sentence

etymology—the history of words; the study of the history of words

exposition—one of the four traditional forms of composition in speech and writing, intended to set forth or explain. *Note*: good exposition is clear in conception, well organized, and understandable. It may include limited amounts of argumentation, description, and narration to achieve this purpose.

expressive writing—a highly personal writing, as in diaries, personal letters, autobiographies, etc.

false causality—any reasoning which relies upon treating as the cause of a thing that which is not really its cause (e.g., the error of concluding that an event is caused by another simply because it follows that other)

fluency—the clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity; the ability to execute motor movements smoothly, easily, and readily

four modes—the traditional forms of composition in speech and writing: exposition, narration, persuasion, and description. (each defined in this document)

high frequency words—a word that appears many more times than most other words in spoken or written language. *Note*: basic word lists generally provide words ranked in order of their frequency of occurrence as calculated from a sample of written or spoken text suitable for the level of intended use.

historical investigation—the techniques used by historians to reconstruct and (**reports**) interpret the past. *Note*: the data for historical research are the spoken, written, and printed sources or other material originating from those who participated in or witnessed the events studied; the historian must evaluate these data for authenticity, bias, and generalizability, and draw conclusions from them

initial consonants—the joining of two or more consonant sounds, (**initial blends**)—represented by letters, that begin a word without losing the identity of the sounds, as /bl/ in *black*, /skr/ in *scramble*; the joining of the first consonant and vowel sounds in a word, as /b/ and /a/ in *baby*. *Note*: this process is regarded by some to be a crucial step in learning phonics

irregularity—an exception to a linguistic pattern or rule, as *good*, *better*, *best* are exceptions to the usual *-er*, *-est*, pattern of comparatives and superlatives in English

literary analysis—the study of a literary work by a critic, student, or scholar; a careful, detailed reading and report thereof.

literary criticism—the analysis and judgment of works of literature. The body of principles by which the work of writers is judged. *Note:* The principles used in judging a literary work vary from the highly personal and subjective to the relatively objective; they may involve specific consideration of moral values, historical accuracy, literary form and type, etc., and may vary from one literary period to another

main idea—the gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference

media sources—the means of communication, especially of mass communication, as books, newspapers, magazines, radio, television, motion pictures, recordings, etc.

narration—one of the four traditional forms of composition in speech and writing, that tells a story or gives an account of something, dealing with sequences of events and experiences, though not necessarily in strict order

non-verbal—a non-language, as noise; with little or no use of language.

nonsense syllable—a pronounceable combination of graphic characters, usually trigrams, that do not make a word, as *kak*, *vor*, *mek* pronounced in English as spellings. *Note:* nonsense syllables are sometimes used in reading to test phonics knowledge, and in spelling to test for desired syllabic patterns while avoiding known words

onomatopoeia—the terms used to describe words whose pronunciations suggest their meaning (e.g., *meow*, *buzz*)

oral histories—the stories, histories, etc., kept alive by the spoken word rather than writing. *Note:* while an oral tradition is characteristic of an oral culture, it may coexist in a writing culture

orthography—the study of the nature and use of symbols in a writing system; correct or standardized spelling, according to established usage in a given language

parallelism—the phrasing of language so as to balance ideas of equal importance. *Note:* parallelism may apply to phrases, sentences, paragraphs, or longer passages or whole selections

passive voice—the subject of the verb is the receiver of some action or state indicated by the verb, as *He was hit by the ball*

persuasion—one of the four traditional forms of composition in speech and writing, meant to move the reader by argument or entreaty to a belief or position

phoneme—a minimal sound unit of speech that, when contrasted with another phoneme, affects the naming of words in a language, as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook*, /h/ in *hook*. *Note:* The phoneme is an abstract concept manifested in actual speech as a phonetic variant, as the allophones of the phoneme /t/ in *top*, *stop*, *pot*.

phonics—a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words, used especially in beginning instruction

phonemic awareness—the awareness of the sounds (phonemes) that make up spoken words. Such awareness does not appear when young children learn to talk; the ability is not necessary for speaking and understanding spoken language; however, phonemic awareness is important for learning to read; in alphabetic languages, letters (and letter clusters) represent phonemes, and in order to learn the correspondences between letters and sounds, one must have some understanding of the notion that words are made up of phonemes

phonogram—a graphic character or symbol that can represent a phonetic sound, phoneme or word; in word recognition, a graphic sequence comprised of a vowel grapheme and an ending consonant grapheme, as *-ed* in *red, bed, fed*

pre-writing—the initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways to organize them; planning

principle parts of verbs—the principle parts: the set of inflected forms of a grammatical class, as *sing, sang, sung*

prior knowledge—the knowledge that stems from previous experience. *Note:* prior knowledge is a key component of schema theories of reading comprehension in spite of the redundancy inherent in the term

r-controlled sound—the modified sound of vowel immediately preceding /r/ in the same syllable, as in *care, never, sir, or, curse, etc.*

red herring—a distractor that draws attention away from the real issue

root word—the meaningful base form of a complex word, after all affixes are removed. *Note:* a root may be independent, or free, as *read* in *unreadable*, or may be dependent, or bound, as *-liter-* (from the Greek for *letter*) in *illiterate*

sensory details—the details perceived by sight, hearing, smell, or any mode by which one perceives stimuli outside or within the body

sentences:

declarative—a sentence that makes a statement

exclamatory—a sentence that makes a vehement statement or conveys strong or sudden emotion

interrogative—a sentence that asks a question or makes an inquiry

sequencing—the structuring of successive speech acts according to their socio-cultural functions, as in the temporal sequence “*Hello,*” “*You look fine,*” “*Goodbye.*”

sight word—a word that is immediately recognized as a whole and does not require word analysis for identification

spatial alignment—the arrangement of ideas, images, etc., in a graphic (**organization**) pattern to indicate their relationships, as the graphic representation of cognitive maps or networks

Standard American—the variety of American English in which most **English** educational texts, government, and media publications are written in the United States. *Note:* standard American English is a relative concept, varying widely in pronunciation and in idiomatic use but maintaining a fairly uniform grammatical structure

syllabication—the division of words into syllables [the minimal units of sequential speech sounds comprised of a vowel sound or a vowel-consonant combination, as /a/, /ba/, /ab/, /bab/, etc.]

theme—a topic of discussion, writing, etc.; a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. *Note:* a theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work

thesis—the basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition

topic—the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong

topic sentence—a sentence intended to express the main idea in a paragraph or passage

transitive verb—a verb that takes a direct object, as *read* in *Francesca read the book*

unknown words—the words that are unfamiliar to a reader in both print and meaning

transmitter of culture—the conveyance of social forms and customary beliefs conveyed by a specific group of people through a given medium

voice—a syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are *active* and *passive*

word recognition—the process of determining the pronunciation and some degree of meaning of a word in written or printed form; the quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously met in print or writing

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