

Strand:

**E1 Reading**

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

**E1a:** The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade twelve (1100L-1349L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

*Examples of activities through which students might produce evidence of reading twenty-five books include:*

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

**E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the texts together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

Examples:

*Examples of activities through which students might produce evidence of reading comprehension include:*

- *Write a saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- *Construct a review of several works by a single author.*
- *Construct a review of several archetypal characters or themes found in British literature.*
- *Produce a literary response paper (as an example, describe social, historical, or cultural features of the time indicated in the British literature).*
- *Produce a thesis based research report concentrating on British literature.*
- *Participate in formal or informal book talks e.g. Socratic seminar and literature circles pertaining to British literature.*

- *Create an annotated book list organized according to author, theme, or genre.*
- Standard: **E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
- Components: **E1c.1:** interprets and analyzes information;  
**E1c.2:** relates new information to prior knowledge or experience;  
**E1c.3:** extends ideas;  
**E1c.4:** makes a connection to related topics or information.
- Examples: *Examples of activities through which students might produce evidence of reading informational materials include:*
- *Use information to support or enhance a project.*
  - *Write a report of information that draws from multiple sources..*
  - *Incorporate expert opinions into a speech or position paper.*
  - *Incorporate information from several noted experts to support a thesis in a research paper.*
  - *Use informational materials to reach a conclusion regarding a controversial topic.*
  - *Use informational materials to produce a portfolio regarding British authors' points of view in contemporary and historical essays, speeches, and critical reviews.*
  - *Summarize key points and issues of a British historical or artistic exhibit.*
  - *Produce a research paper about post-secondary training and career choices.*
  - *Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

Strand:

**E2 Writing**

Writing is a process through which a written shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

**E2a:** The student produces a report that:

Components:

- E2a.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to purpose, audience, and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- E2a.7:** provides a sense of closure to the writing.

Examples:	<p><i>Examples of reports include:</i></p> <ul style="list-style-type: none"><li>• <i>An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means; e.g., interviews, observation, internet, as well as traditional library research).</i></li><li>• <i>A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).</i></li><li>• <i>A report produced as part of studies in subjects such as science, social studies, and mathematics.</i></li><li>• <i>A thesis-based research paper.</i></li><li>• <i>An investigative report presented in multi-media format.</i></li><li>• <i>A cross-curricular report about a British author or American time period.</i></li></ul>
Standard:	<b>E2b:</b> The student produces a response to literature that:
Components:	<b>E2b.1:</b> engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; <b>E2b.2:</b> advances a judgment that is interpretive, analytic, evaluative, or reflective; <b>E2b.3:</b> supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; <b>E2b.4:</b> demonstrates understanding of the literary work though suggesting an interpretation; <b>E2b.5:</b> anticipates and answers a reader's questions; <b>E2b.6:</b> recognizes possible ambiguities, nuances, complexities, and analogies; <b>E2b.7:</b> provides a sense of closure to the writing.
Examples:	<p><i>Examples of responses to literature include:</i></p> <ul style="list-style-type: none"><li>• <i>An evaluation of a piece of literature or several pieces of British literature.</i></li><li>• <i>A comparison of a piece of British literature with its media (video, tape, radio, television, ballet, artistic) presentation.</i></li><li>• <i>A response that focuses on personalizing the theme of a British literary work.</i></li><li>• <i>An analysis of the significance of a section of a British novel in terms of its significance to the novel as a whole.</i></li><li>• <i>An evaluation of the role played by setting in a British novel.</i></li><li>• <i>An analysis of the effect of a minor character on the plot of a British novel.</i></li><li>• <i>An evaluation of a recurring motif in a British novel, short story, or a play.</i></li><li>• <i>A comparison of two critical interpretations of a British poem or a work of fiction.</i></li><li>• <i>A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction based on two expert interpretations.</i></li></ul>
Standard:	<b>E2c:</b> The student produces a narrative (fictional or autobiographical) account that:
Components:	<b>E2c.1:</b> engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; <b>E2c.2:</b> establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events); <b>E2c.3:</b> creates an organizing structure;

- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- E2c.8:** provides a sense of closure to the writing.

Examples:

*Examples of narrative accounts include:*

- *A biographical account.*
- *A fiction or non-fiction story.*
- *A personal narrative.*
- *A narrative poem or song based on a British hero.*
- *A historical account.*
- *A parody of a particular narrative style; e.g., fable, soap opera.*

Standard:

**E2d:** The student produces a narrative procedure that:

Components:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures; e.g., headings; and provides smooth transitions, between steps;
- E2d.3:** makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

Examples:

*Examples of narrative procedures include:*

- *A set of rules for organizing a class meeting.*
- *A set of instructions for playing computer games.*
- *A set of instructions for using media technology.*
- *A report of a mathematical investigation.*
- *A set of instructions for evaluating searches on the web.*

Standard:

**E2e:** The student produces a persuasive essay that:

Components:

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
- E2e.3:** creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates and addresses reader concerns and counter-arguments;
- E2e.7:** supports arguments with detailed evidence, citing sources of information as appropriate;

**E2e.8:** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

**E2e.9:** provides a sense of closure to the writing.

Examples:

*Examples of persuasive essays include:*

- *A position paper.*
- *A problem-solution paper.*
- *Opening and closing statements for a debate.*
- *An evaluation of a product or a policy.*
- *A critique of a public policy.*
- *An editorial on a current issue that uses reasoned arguments to support an opinion.*

Standard:

**E2f:** The student produces a reflective essay that:

Components:

**E2f.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

**E2f.2:** analyzes a condition or situation of significance;

**E2f.3:** develops a commonplace, concrete occasion as the basis for the reflection; e.g., personal observation or experience;

**E2f.4:** creates an organizing structure appropriate to purpose and audience;

**E2f.5:** uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

**E2f.6:** provides a sense of closure to the writing.

Examples:

*Examples of reflective essays include:*

- *An analysis of the significance of a British literary work.*
- *A report about a concrete occasion and its implications over time.*
- *An essay comparing a school issue to broader societal concerns.*
- *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- *A self-reflective essay evaluating a portfolio to be submitted.*
- *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- *A paper about a common childhood experience from a more adult perspective.*
- *A college entrance essay based on a significant personal experience—anticipates and addresses reader concerns and counter-arguments;*

Strand:

**E3 Speaking,  
Listening and  
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

**E3a:** The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

**E3a.1:** initiates new topics in addition to responding to adult-initiated topics;

- E3a.2:** asks relevant questions;
- E3a.3:** responds to questions with appropriate elaboration;
- E3a.4:** uses language cues to indicate different levels of certainty or hypothesizing; e.g., “what if...”, “very likely...”, “I’m unsure whether...”;
- E3a.5:** confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

*Examples of one-to-one interactions include:*

- *Analytical discussion of movies or television programs in a one to one situation.*
- *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- *Assessment interview by a teacher about an author or book.*
- *Dialogue and discussions on academic, technical, or community subjects.*
- *Interviews with guest speakers and community members.*
- *Teacher/pupil writing conference to dialogue about the student’s writing.*
- *Electronic teacher/pupil writing conference.*
- *Interview for a job or college entrance.*

Standard:

**E3b:** The student participates in group meetings, in which the student:

Components:

- E3b.1:** displays appropriate turn-taking behaviors;
- E3b.2:** actively solicits another person’s comment or opinion;
- E3b.3:** offers own opinion forcefully without dominating;
- E3b.4:** responds appropriately to comments and questions;
- E3b.5:** volunteers contributions and responds when directly solicited by teacher or discussion leader;
- E3b.6:** gives reasons in support of opinions expressed;
- E3b.7:** clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;
- E3b.8:** employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- E3b.9:** divides labor so as to achieve the overall group goal efficiently.

Examples:

*Examples of activities involving group meeting include:*

- *Develop and negotiate a classroom rubric.*
- *Engage in classroom town meetings.*
- *Participate in book talks, literature circles, and Socratic seminars with other students.*
- *Work as part of a group to solve a complex real life task, conundrum, or problem.*
- *Role play.*
- *Participate in peer writing response groups.*
- *Participate in electronic discussion groups.*

Standard:

**E3c:** The student prepares and delivers an individual presentation, in which the student:

- Components:
- E3c.1:** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
  - E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
  - E3c.3:** uses notes or other memory aids to structure the presentation;
  - E3c.4:** develops several main points relating to a single thesis;
  - E3c.5:** engages the audience with appropriate verbal cues and eye contact;
  - E3c.6:** projects a sense of individuality and personality in selecting and organizing content and in delivery.

- Examples:
- Examples of presentation include:*
- *An individual talk that develops several main points relating to a single thesis (e.g., describing a problem and evaluating alternative solutions to that problem or explaining several causes leading to an historical event, or constructing different types of argument, all supporting a particular policy).*
  - *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
  - *A forum discussion during which audience members question and respond to panelists during a presentation.*
  - *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*
  - *A multimedia presentation employing sound, jpeg or mpg files, graphics and/or animation.*
  - *Video broadcasting of a presentation.*
  - *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

- Standard:
- E3d:** The student makes informed judgments about television, radio, and film productions; that is, the student:

- Components:
- E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;
  - E3d.2:** evaluates the role of the media in focusing attention and in forming opinion;
  - E3d.3:** judges the extent to which the media are a source of entertainment as well as a source of information;
  - E3d.4:** defines the role of advertising as part of media presentation.

- Examples:
- Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:*
- *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
  - *Summarize patterns of media exposure in writing or in an oral report.*
  - *Evaluate the appeal of popular television shows and films for particular audiences.*
  - *Explain and evaluate the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.*
  - *Create an opinion how the media reflects and shapes cultural values and biases and defend this opinion with supporting documentation.*

- Interpret and evaluate ambiguities, subtleties, ironies, and nuances in media on the viewer.
- Analyze and evaluate information on the internet.
- Create a multiple perspective of the coverage of a single event from different media sources.
- Create a multiple perspective of the coverage of a single event from different media sources.

Standard: **E3e:** The student listens to and analyzes a public speaking performance; that is, the student:

- Components: **E3e.1:** takes notes on salient information;  
**E3e.2:** identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question);  
**E3e.3:** accurately summarizes and evaluates the essence of each speaker's response;  
**E3e.4:** formulates and supports a judgment about the issues under discussion.

Examples: *Examples of activities through which students might provide evidence of analysis of public speaking include:*

- Take notes of a meeting of a local government council or of an institution's governing body.
- Produce charts and/or diagrams as part of an analysis of a public address.
- Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, political correctness).
- Summarize key points of a public speech.
- Analyze the intent and appeal of public address

Strand:

**E4 Conventions,  
Grammar, and  
Usage of the English**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Standard: **E4a:** The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- Components: **E4a.1:** paragraph structure;  
**E4a.3:** punctuation;  
**E4a.4:** sentence construction;  
**E4a.5:** spelling;  
**E4a.6:** usage;  
**E4a.7:** syntax.

Examples: *Examples of activities through which students might demonstrate an understanding of the rules of the English Language include:*

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.*
- *Apply the conventions of language during formal oral presentations.*
- *Demonstrate use of a variety of sentence patterns for stylistic effects.*
- *Make effective use of language and style to connect with the audience and content.*
- *Analyze the language conventions of other groups and cultures*

Standard: **E4b:** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- Components: **E4b.1:** adding or deleting details;  
**E4b.2:** adding or deleting explanations;  
**E4b.3:** clarifying difficult passages;  
**E4b.4:** rearranging words, sentences, and paragraphs to improve or clarify meaning;  
**E4b.5:** sharpening the focus;  
**E4b.6:** reconsidering the organizational structure;  
**E4b.7:** rethinking and/or rewriting the piece in light of different audience and purposes.

- Examples: *Examples of activities through which students might provide evidence of analyzing and revising written work include:*
- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
  - *Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.*
  - *Critique the writing or presentation of a peer.*
  - *Describe the reasons for stylistic choices made as a writer or presenter.*
  - *Produce a series of papers on the same topic, each serving a different purpose.*
  - *Manage a writing portfolio and/or electronic portfolio.*

Strand: **E5 Literature** Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.

Standard: **E5a:** The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- Components: **E5a.1:** makes thematic connections among literary texts, public discourse, and media;  
**E5a.2:** evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;  
**E5a.3:** analyzes the characteristics of literary forms and genres;  
**E5a.4:** evaluates literary merit;

- E5a.5:** explains the effect of point of view;
- E5a.6:** makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- E5a.7:** interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- E5a.8:** evaluates the stance of a writer in shaping the presentation of a subject;
- E5a.9:** interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies;
- E5a.10:** understands the role of tone in presenting literature (both fictional and non-fictional);
- E5a.11:** demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples:

*Examples of responding to literature include:*

- *Analyze stereotypical characters in British literature.*
- *Evaluate the effect of literary devices in a*
- *Number of poems by one author or poems on a common topic.*
- *Compare the literary merits of several British short stories, biographies of one individual, novels, or plays.*
- *Compare different media presentations of a British literary work.*
- *Compare several British works written in different time periods on the same topic or theme.*
- *Evaluate the persona of the writer and the impact this has upon the literary work.*
- *Compare several literary texts that share a similar theme.*
- *Develop a perspective about or empathize by finding value in the author's point of view toward an issue raised in one of an author's works.*
- *Evaluate the literary, cultural, and social context of a literary work and the impact it creates upon the reader and the literature's salient points.*

Standard:

**E5b:** The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

*Examples of literary genres include:*

- *A reflective essay.*
- *A memoir.*
- *A short story.*
- *A short play.*
- *A poem.*
- *A vignette.*

Strand:

**E6 Public Documents** A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

Standard:

**E6a:** The student identifies strategies common to public documents and public discourse, including:

Components:

- E6a.1:** effective use of argument;
- E6a.2:** use of the power of anecdote;

- E6a.3:** anticipation of counter claims;
- E6a.4:** appeal to audiences both friendly and hostile to the position presented;
- E6a.5:** use of emotionally laden works and imagery;
- E6a.6:** citing of appropriate references or authorities.

Examples:

*Examples of activities through which students might provide evidence of identifying strategies used in public documents include:*

- *Evaluate a political speech.*
- *Evaluate and respond to an editorial or political cartoon.*
- *Examine campaign literature to determine underlying assumptions.*
- *Examine a range of articles published in a variety of media and draw inferences about the political stance of that source.*
- *Evaluate the visual appeal and presentation of information*
- *Analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.*

Standard:

**E6b:** The student creates public documents, in which the student:

Components:

- E6b.1:** exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;
- E6b.2:** utilizes and recognizes the power of logical arguments—arguments based on appealing to a reader’s emotions, and arguments dependent upon the writer’s persona;
- E6b.3:** uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;
- E6b.4:** uses a range of strategies to appeal to readers.

Examples:

*Examples of public documents include:*

- *A proposal for changing an existing social or school policy.*
- *A revision of an existing state policy or creation of a new policy.*
- *A policy statement that closely examines a significant public policy and proposes change or rationale for its retention.*
- *A letter to an elected official or editor taking a position on an issue or concern.*
- *A press release announcing a change in public policy or the creation of a new public policy.*
- *A web page.*
- *A multi-media presentation to school officials, student council, public officials, etc.*

Strand:

## **E7 Functional Documents**

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation and particularly to an audience and the way different audiences will interact with the documents.

Standard:

**E7a:** The student identifies strategies common to effective functional documents, including:

Components:

- E7a.1:** visual appeal; e.g., format, graphics, white space, and headers;
- E7a.2:** logic of the sequence in which the directions are given;

- E7a.3:** point out possible reader misunderstandings and misconceptions;  
**E7a.4:** purposeful composition and the precision of the content and language;  
**E7a.5:** validity of desired outcomes and implications.

Examples:

*Examples of activities through which students might provide evidence of critiquing functional documents include:*

- *Analyze a manual, program, memorandum, policy, or set of instructions.*
- *Analyze a contract (e.g., truth in lending).*
- *Evaluate a loan application.*
- *Critique tax documents.*
- *Create an advertisement with peer review.*
- *Create a web site to serve as a functional document with peer review.*

Standard:

**E7b:** The student creates functional documents appropriate to audience and purpose, in which the student:

Components:

- E7b.1:** reports, organizes, and conveys information and ideas accurately;  
**E7b.2:** includes relevant narrative details, such as scenarios, definitions, and examples;  
**E7b.3:** anticipates readers' problems, mistakes, and misunderstandings;  
**E7b.4:** uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;  
**E7b.5:** employs word choices that are consistent with the persona and appropriate for the intended audience.

Examples:

*Examples of functional documents include:*

- *A summary of a meeting.*
- *A manual.*
- *A proposal.*
- *A set of instructions.*
- *A recommendation.*
- *A resume.*
- *A job/college application.*
- *A web page.*
- *A performance evaluation.*