



**Department of Defense Dependent Schools**  
**English Language Arts Content Standards Grades 9-12**  
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STANDARDS	PAGE REFERENCES
<b>Grade 9 - E3 Speaking, Listening, and Viewing</b> <b>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.</b>	
<b>E3a:</b> The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: <b>E3a.1</b> initiates new topics in addition to responding to adult-initiated topics; <b>E3a.2</b> asks relevant questions; <b>E3a.3</b> responds to questions with appropriate elaboration; <b>E3a.4</b> uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; <b>E3a.5</b> confirms understanding by paraphrasing the adult’s directions or suggestions.	SE: 82-83, 136, 264, 373, 395  Answering the Chapter Review questions in a one-to-one situation could also address ‘responding to questions with appropriate elaboration’.

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<p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.1</b> displays appropriate turn-taking behaviors;</p> <p><b>E3b.2</b> actively solicits another person’s comment or opinion;</p> <p><b>E3b.3</b> offers own opinion forcefully without dominating;</p> <p><b>E3b.4</b> responds appropriately to comments and questions;</p> <p><b>E3b.5</b> volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p><b>E3b.6</b> gives reasons in support of opinions expressed;</p> <p><b>E3b.7</b> clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p><b>E3b.8</b> 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);</p> <p><b>E3b.9</b> divides labor so as to achieve the overall group goal efficiently.</p>	<p>SE: 59, 123, 127, 249-250, 444</p> <p>Answering the Chapter Review questions in a class setting could also address the sub-points of this objective.</p>
<p><b>E3c:</b> The student prepares and delivers an individual presentation, in which the student:</p> <p><b>E3c.1</b> shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: 72, 80, 120 <i>Independent Activities</i> 95</p> <p>TM: FA 57</p>
<p><b>E3c.2</b> shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>SE: <i>Across the Curriculum Activity</i> 23, 95, 327 <i>Independent Activities</i> 61, 157</p>
<p><b>E3c.3</b> uses notes or other memory aids to structure the presentation;</p>	<p>SE: 110-111, 134, 151 <i>Cue</i> 134</p>
<p><b>E3c.4</b> develops several main points relating to a single thesis;</p>	<p>SE: 21 <i>Across the Curriculum Activity</i> 295 <i>Independent Activities</i> 295, 327</p>
<p><b>E3c.5</b> engages the audience with appropriate verbal cues and eye contact;</p>	<p>SE: 20-21, 78 <i>Cue</i> 40</p> <p>TM: FA 19</p>
<p><b>E3c.6</b> projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>SE: 43, 45-46 <i>Across the Curriculum Activity</i> 395 <i>Cooperative Learning Activity</i> 395</p> <p>TM: FA 41</p>

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<p><b>E3e:</b> The student listens to and analyzes a public speaking performance; that is, the student:</p> <p><b>E3e.1</b> takes notes on salient information;</p> <p><b>E3e.2</b> accurately summarizes the essence of each speaker's response;</p> <p><b>E3e.3</b> formulates a judgment about the issues under discussion.</p>	<p>SE: 105, 108, 120</p> <p><i>Across the Curriculum Activity 94</i></p> <p><i>Independent Activities 157</i></p>
<p><b>Grade 9 - E4 Conventions, Grammar, and Usage of the English Language</b></p> <p><b>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.</b></p>	
<p><b>E4a:</b> 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:</p> <p><b>E4a.1</b> grammar;</p> <p><b>E4a.2</b> paragraph structure;</p> <p><b>E4a.3</b> punctuation;</p> <p><b>E4a.4</b> sentence construction;</p> <p><b>E4a.5</b> spelling;</p> <p><b>E4a.6</b> usage.</p>	<p>SE: 80-81, 82-83, 84-86, 87, 88-89, 90, 91</p> <p><i>Cue 80</i></p>

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<b>Grade 9 - E5 Literature</b>	
<b>Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.</b>	
<p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p><b>E5a.1</b> makes thematic connections among literary texts, public discourse, and media;</p> <p><b>E5a.2</b> evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;</p> <p><b>E5a.3</b> identifies the characteristics of literary forms and genres;</p> <p><b>E5a.4</b> evaluates literary merit;</p> <p><b>E5a.5</b> explains the effect of point of view;</p> <p><b>E5a.6</b> makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;</p> <p><b>E5a.7</b> interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;</p> <p><b>E5a.8</b> identifies the stance of a writer in shaping the presentation of a subject;</p> <p><b>E5a.9</b> identifies ambiguities, subtleties, contradictions, ironies, and nuances;</p> <p><b>E5a.10</b> understands the role of tone in presenting literature (both fictional and non-fictional);</p> <p><b>E5a.11</b> demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p>	<p>SE: 80, 82-83, 105</p> <p><i>Across the Curriculum Activity 95</i></p> <p><i>Cooperative Learning Activity 95</i></p>
<b>Grade 10 - E3 Speaking, Listening and Viewing</b>	
<b>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.</b>	
<p><b>E3a</b> The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <p><b>E3a.1</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2</b> asks relevant questions;</p> <p><b>E3a.3</b> responds to questions with appropriate elaboration;</p> <p><b>E3a.4</b> uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether...";</p> <p><b>E3a.5</b> confirms understanding by paraphrasing the adult's directions or suggestions.</p>	<p>SE: 136, 264, 373, 395, 566</p> <p>Answering the Chapter Review questions in a one-to-one situation could also address 'responding to questions with appropriate elaboration'.</p>

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<p><b>E3b</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.1</b> displays appropriate turn-taking behaviors;</p> <p><b>E3b.2</b> actively solicits another person’s comment or opinion;</p> <p><b>E3b.3</b> offers own opinion forcefully without dominating;</p> <p><b>E3b.4</b> responds appropriately to comments and questions;</p> <p><b>E3b.5</b> volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p><b>E3b.6</b> gives reasons in support of opinions expressed;</p> <p><b>E3b.7</b> clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p><b>E3b.8</b> 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);</p> <p><b>E3b.9</b> divides labor so as to achieve the overall group goal efficiently.</p>	<p>SE: 474, 491, 528 <i>Cooperative Learning Activity</i> 445, 501</p> <p>Answering the Chapter Review questions in a class setting could also address the sub-points of this objective.</p>
<p><b>E3c</b> The student prepares and delivers an individual presentation, in which the student:</p> <p><b>E3c.1</b> shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: 569, 581 <i>Across the Curriculum Activity</i> 561, 583 <i>Independent Activities</i> 561</p>
<p><b>E3c.2</b> shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>SE: 572, 574 TM: FA 75, 95, 114</p>
<p><b>E3c.3</b> uses notes or other memory aids to structure the presentation;</p>	<p>SE: 110-111, 134, 151 <i>Independent Activities</i> 583</p>
<p><b>E3c.4</b> develops several main points relating to a single thesis;</p>	<p>SE: 21 <i>Across the Curriculum Activity</i> 295 <i>Cooperative Learning Activity</i> 267 <i>Independent Activities</i> 295, 327</p>
<p><b>E3c.5</b> engages the audience with appropriate verbal cues and eye contact;</p>	<p>SE: 20-21, 78 <i>Cue</i> 40 TM: FA 19</p>
<p><b>E3c.6</b> projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>TM: FA 10, 19 MA 33, 62</p>

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<p align="center"><b>Grade 10 - E4 Conventions, Grammar, and Usage of the English Language</b></p> <p><b>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.</b></p>	
<p><b>E4a</b> : 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:</p> <p><b>E4a.1</b> grammar;</p> <p><b>E4a.2</b> paragraph structure;</p> <p><b>E4a.3</b> punctuation;</p> <p><b>E4a.4</b> sentence construction;</p> <p><b>E4a.5</b> spelling;</p> <p><b>E4a.6</b> usage.</p>	<p>SE: 80-81, 82-83, 84-86, 87, 88-89, 90, 91 <i>Cue</i> 80</p>
<p><b>E4b</b> 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:</p> <p><b>E4b.1</b> adding or deleting details;</p> <p><b>E4b.2</b> adding or deleting explanations;</p> <p><b>E4b.3</b> clarifying difficult passages;</p> <p><b>E4b.4</b> rearranging words, sentences, and paragraphs to improve or clarify meaning;</p> <p><b>E4b.5</b> sharpening the focus;</p> <p><b>E4b.6</b> reconsidering the organizational structure;</p> <p><b>E4b.7</b> rethinking and/or rewriting the piece in light of different audience and purposes.</p>	<p>SE: 50, 84, 112 <i>Across the Curriculum Activity</i> 95 <i>Cooperative Learning Activity</i> 295</p>

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<b>Grade 10 - E5 Literature</b>	
<b>Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.</b>	
<p><b>E5a</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p><b>E5a.1</b> makes thematic connections among literary texts, public discourse, and media;</p> <p><b>E5a.2</b> evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;</p> <p><b>E5a.3</b> analyzes the characteristics of literary forms and genres;</p> <p><b>E5a.4</b> evaluates literary merit;</p> <p><b>E5a.5</b> explains the effect of point of view;</p> <p><b>E5a.6</b> makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;</p> <p><b>E5a.7</b> interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism;</p> <p><b>E5a.8</b> evaluates the stance of a writer in shaping the presentation of a subject;</p> <p><b>E5a.9</b> interprets ambiguities, subtleties, contradictions, ironies, and nuances;</p> <p><b>E5a.10</b> understands the role of tone in presenting literature (both fictional and non-fictional);</p> <p><b>E5a.11</b> demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p>	<p>SE: 304 <i>Across the Curriculum Activity 295</i> <i>Independent Activity 295</i></p> <p>TM: FA 67 MA 71</p>
<b>Grade 10 - E6 Public Documents</b>	
<b>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.</b>	
<p><b>E6a</b> The student identifies strategies common to public documents and public discourse, including:</p> <p><b>E6a.1</b> effective use of argument;</p> <p><b>E6a.2</b> use of the power of anecdote;</p> <p><b>E6a.3</b> anticipation of counter claims;</p> <p><b>E6a.4</b> appeal to audiences both friendly and hostile to the position presented;</p> <p><b>E6a.5</b> use of emotionally laden words and imagery;</p> <p><b>E6a.6</b> citing of appropriate references or authorities.</p>	<p>SE: 559, 572, 584-587 <i>Across the Curriculum Activity 561</i></p>

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<p style="text-align: center;"><b>Grade 10 - E7 Functional Documents</b></p> <p><b>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 issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.</b></p>	
<p><b>E7a</b> The student identifies strategies common to effective functional documents, including:  <b>E7a.1</b> visual appeal, e.g., format, graphics, white space, headers;  <b>E7a.2</b> logic of the sequence in which the directions are given.</p>	<p>SE: 465, 473  <i>Across the Curriculum Activity</i> 583  <i>Cooperative Learning Activity</i> 475  <i>Independent Activities</i> 475, 583</p>
<p style="text-align: center;"><b>Grade 11 - E3 Speaking, Listening and Viewing</b></p> <p><b>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.</b></p>	
<p><b>E3a:</b> The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:  <b>E3a.1</b> initiates new topics in addition to responding to adult-initiated topics;  <b>E3a.2</b> asks relevant questions;  <b>E3a.3</b> responds to questions with appropriate elaboration;  <b>E3a.4</b> uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;  <b>E3a.5</b> confirms understanding by paraphrasing the adult’s directions or suggestions.</p>	<p>SE: 532-534, 569  <i>Across the Curriculum Activities</i> 529  <i>Cooperative Learning Activity</i> 583</p> <p>Answering the Chapter Review questions in a one-to-one situation could also address ‘responding to questions with appropriate elaboration’.</p>

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<p><b>E3b:</b> The student participates in group meetings, in which the student;</p> <p><b>E3b.1</b> displays appropriate turn-taking behaviors;</p> <p><b>E3b.2</b> actively solicits another person’s comment or opinion;</p> <p><b>E3b.3</b> offers own opinion forcefully without dominating;</p> <p><b>E3b.4</b> responds appropriately to comments and questions;</p> <p><b>E3b.5</b> volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p><b>E3b.6</b> gives reasons in support of opinions expressed;</p> <p><b>E3b.7</b> clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p><b>E3b.8</b> 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);</p> <p><b>E3b.9</b> divides labor so as to achieve the overall group goal efficiently.</p>	<p>SE: 101, 111  <i>Across the Curriculum Activities</i> 61  <i>Cooperative Learning Activity</i> 95, 157</p> <p>Answering the Chapter Review questions in a class setting could also address the sub-points of this objective.</p>
<p><b>E3c:</b> The student prepares and delivers an individual presentation, in which the student:</p> <p><b>E3c.1</b> shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: 112, 136  TM: FA 19, 29  MA 33</p>
<p><b>E3c.2</b> shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>SE: 146  <i>Across the Curriculum Activities</i> 157  <i>Cooperative Learning Activities</i> 157  <i>Independent Activities</i> 157</p> <p>TM: FA 41</p>
<p><b>E3c.3</b> uses notes or other memory aids to structure the presentation;</p>	<p>SE: 110-111, 134, 151  <i>Independent Activities</i> 583</p>
<p><b>E3c.4</b> develops several main points relating to a single thesis;</p>	<p>SE: 542, 559  <i>Across the Curriculum Activity</i> 561  <i>Independent Activities</i> 561</p>
<p><b>E3c.5</b> engages the audience with appropriate verbal cues and eye contact;</p>	<p>SE: 566, 569  <i>Cooperative Learning Activities</i> 582  <i>Independent Activities</i> 582</p>
<p><b>E3c.6</b> projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>SE: 43, 45-46  <i>Across the Curriculum Activity</i> 395  <i>Cooperative Learning Activity</i> 395</p> <p>TM: FA 41</p>

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<p><b>E3d:</b> The student makes informed judgments about television, radio, and film productions; that is, the student:</p> <p><b>E3d.1</b> demonstrates an awareness of the presence of the media in the daily lives of most people;</p> <p><b>E3d.2</b> evaluates the role of the media in focusing attention and in forming opinion;</p> <p><b>E3d.3</b> judges the extent to which the media are a source of entertainment as well as a source of information;</p> <p><b>E3d.4</b> defines the role of advertising as part of media presentation.</p>	<p>SE: 105, 108, 120  <i>Across the Curriculum Activity 94</i>  <i>Independent Activities 157</i></p>
<p><b>E3e:</b> The student listens to and analyzes a public speaking performance; that is, the student:</p> <p><b>E3e.1</b> takes notes on salient information;</p> <p><b>E3e.2</b> 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, overgeneralization, faulty syllogism, red herring, begging the question);</p> <p><b>E3e.3</b> accurately summarizes and evaluates the essence of each speaker's response;</p> <p><b>E3e.4</b> formulates and supports a judgment about the issues under discussion.</p>	<p>SE: 581  <i>Independent Activities 157</i></p> <p>TM: FA 23  MA 139</p>
<p><b>Grade 11 - E4 Conventions, Grammar, and Usage of the English Language</b>  <b>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.</b></p>	
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<b>Grade 11 - E6 Public Documents</b>	
<b>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 or 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.</b>	
<p><b>E6a:</b> The student identifies strategies common to public documents and public discourse, including:</p> <p><b>E6a.1</b> effective use of argument;</p> <p><b>E6a.2</b> use of the power of anecdote;</p> <p><b>E6a.3</b> anticipation of counter claims;</p> <p><b>E6a.4</b> appeal to audiences both friendly and hostile to the position presented;</p> <p><b>E6a.5</b> use of emotionally laden works and imagery;</p> <p><b>E6a.6</b> citing of appropriate references or authorities.</p>	SE: 559, 572, 584-587 <i>Across the Curriculum Activity 561</i>

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<b>Grade 11 - E7 Functional Documents</b> <b>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 issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.</b>	
<b>E7a:</b> The student identifies strategies common to effective functional documents, including: <b>E7a.1</b> visual appeal, e.g., format, graphics, white space, and headers; <b>E7a.2</b> logic of the sequence in which the directions are given; <b>E7a.3</b> point out possible reader misunderstandings and misconceptions; <b>E7a.4</b> purposeful composition and the precision of the content and language; <b>E7a.5</b> validity of desired outcomes and implications.	SE: 465, 473 <i>Across the Curriculum Activity 583</i> <i>Cooperative Learning Activity 475</i> <i>Independent Activities 475, 583</i>
<b>E7b.5</b> employs word choices that are consistent with the persona and appropriate for the intended audience.	SE: 101, 108, 123 TM: FA 41 MA 33
<b>Grade 12 - E3 Speaking, Listening and Viewing</b> <b>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.</b>	
<b>E3a:</b> The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: <b>E3a.1</b> initiates new topics in addition to responding to adult-initiated topics; <b>E3a.2</b> asks relevant questions; <b>E3a.3</b> responds to questions with appropriate elaboration; <b>E3a.4</b> uses language cues to indicate different levels of certainty or hypothesizing; e.g., “what if...”, “very likely...”, “I’m unsure whether...”; <b>E3a.5</b> confirms understanding by paraphrasing the adult’s directions or suggestions.	SE: 532-534, 569 <i>Across the Curriculum Activities 529</i> <i>Cooperative Learning Activity 583</i>  Answering the Chapter Review questions in a one-to-one situation could also address ‘responding to questions with appropriate elaboration’.

STANDARDS	PAGE REFERENCES
<p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.1</b> displays appropriate turn-taking behaviors;</p> <p><b>E3b.2</b> actively solicits another person’s comment or opinion;</p> <p><b>E3b.3</b> offers own opinion forcefully without dominating;</p> <p><b>E3b.4</b> responds appropriately to comments and questions;</p> <p><b>E3b.5</b> volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p><b>E3b.6</b> gives reasons in support of opinions expressed;</p> <p><b>E3b.7</b> clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p><b>E3b.8</b> 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);</p> <p><b>E3b.9</b> divides labor so as to achieve the overall group goal efficiently.</p>	<p>SE: 60, 112  <i>Across the Curriculum Activity 95</i>  <i>Cooperative Learning Activity 23</i></p> <p>Answering the Chapter Review questions in a class setting could also address the sub-points of this objective.</p>
<p><b>E3c:</b> The student prepares and delivers an individual presentation, in which the student:</p> <p><b>E3c.1</b> shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>	<p>SE: 96-155  <i>Across the Curriculum Activities</i>  <i>Independent Activities 157, 561</i></p>
<p><b>E3c.2</b> shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p>	<p>SE: 127  <i>Across the Curriculum Activity 561</i>  <i>Cooperative Learning Activities 561</i></p>
<p><b>E3c.3</b> uses notes or other memory aids to structure the presentation;</p>	<p>SE: 110-111, 134, 151, 581</p>
<p><b>E3c.4</b> develops several main points relating to a single thesis;</p>	<p>SE: 542, 559  <i>Across the Curriculum Activity 561</i>  <i>Independent Activities 561</i></p>
<p><b>E3c.5</b> engages the audience with appropriate verbal cues and eye contact;</p>	<p>SE: 78, 566, 569  TM: FA 19</p>
<p><b>E3c.6</b> projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>SE: 43, 45-46  TM: FA 10  MA 33</p>

STANDARDS	PAGE REFERENCES
<p><b>E3d:</b> The student makes informed judgments about television, radio, and film productions; that is, the student:</p> <p><b>E3d.1</b> demonstrates an awareness of the presence of the media in the daily lives of most people;</p> <p><b>E3d.2</b> evaluates the role of the media in focusing attention and in forming opinion;</p> <p><b>E3d.3</b> judges the extent to which the media are a source of entertainment as well as a source of information;</p> <p><b>E3d.4</b> defines the role of advertising as part of media presentation.</p>	<p>SE: 545, 550  <i>Across the Curriculum Activity</i> 583  <i>Independent Activities</i> 561</p>
<p><b>E3e:</b> The student listens to and analyzes a public speaking performance; that is, the student:</p> <p><b>E3e.1</b> takes notes on salient information;</p> <p><b>E3e.2</b> 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, overgeneralization, faulty syllogism, red herring, begging the question);</p> <p><b>E3e.3</b> accurately summarizes and evaluates the essence of each speaker's response;</p> <p><b>E3e.4</b> formulates and supports a judgment about the issues under discussion.</p>	<p>SE: 536-559  <i>Independent Activity</i> 157</p> <p>TM: FA 139  MA 23</p>
<p><b>Grade 12 - E4 Conventions, Grammar, and Usage of the English Language</b>  <b>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.</b></p>	
<p><b>E4a:</b> 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:</p> <p><b>E4a.1</b> grammar;</p> <p><b>E4a.2</b> paragraph structure;</p> <p><b>E4a.3</b> punctuation;</p> <p><b>E4a.4</b> sentence construction;</p> <p><b>E4a.5</b> spelling;</p> <p><b>E4a.6</b> usage;</p> <p><b>E4a.7</b> syntax.</p>	<p>SE: 80-81, 82-83, 84-86, 87, 88-89, 90, 91  <i>Cue</i> 80</p>

STANDARDS	PAGE REFERENCES
<b>Grade 12 - E5 Literature</b>	
<b>Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.</b>	
<p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <p><b>E5a.1</b> makes thematic connections among literary texts, public discourse, and media;</p> <p><b>E5a.2</b> evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;</p> <p><b>E5a.3</b> analyzes the characteristics of literary forms and genres;</p> <p><b>E5a.4</b> evaluates literary merit;</p> <p><b>E5a.5</b> explains the effect of point of view;</p> <p><b>E5a.6</b> makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;</p> <p><b>E5a.7</b> interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;</p> <p><b>E5a.8</b> evaluates the stance of a writer in shaping the presentation of a subject;</p> <p><b>E5a.9</b> interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies;</p> <p><b>E5a.10</b> understands the role of tone in presenting literature (both fictional and non-fictional);</p> <p><b>E5a.11</b> demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p>	SE: 542, 546-548, 549, 550, 559
<b>Grade 12 - E6 Public Documents</b>	
<b>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.</b>	
<p><b>E6a:</b> The student identifies strategies common to public documents and public discourse, including:</p> <p><b>E6a.1</b> effective use of argument;</p> <p><b>E6a.2</b> use of the power of anecdote;</p> <p><b>E6a.3</b> anticipation of counter claims;</p> <p><b>E6a.4</b> appeal to audiences both friendly and hostile to the position presented;</p> <p><b>E6a.5</b> use of emotionally laden works and imagery;</p> <p><b>E6a.6</b> citing of appropriate references or authorities.</p>	SE: 559, 572, 584-587 <i>Across the Curriculum Activity 561</i>

STANDARDS	PAGE REFERENCES
<b>Grade 12 - E7 Functional Documents</b> <b>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.</b>	
<b>E7a:</b> The student identifies strategies common to effective functional documents, including: <b>E7a.1</b> visual appeal; e.g., format, graphics, white space, and headers; <b>E7a.2</b> logic of the sequence in which the directions are given; <b>E7a.3</b> point out possible reader misunderstandings and misconceptions; <b>E7a.4</b> purposeful composition and the precision of the content and language; <b>E7a.5</b> validity of desired outcomes and implications.	<b>SE:</b> 465, 473 <i>Across the Curriculum Activity</i> 583 <i>Cooperative Learning Activity</i> 475 <i>Independent Activities</i> 475, 583

### Codes Used for TM Pages

FA	Final Activity
MA	Motivating Activity