

THE LANGUAGE OF

LITERATURE

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correlated to the

**Department of Defense Education Activity
English Language Arts Content Standards
Grades 7-12**

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Grade 7

Grade 7 - E1 Reading

Reading is a process which 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.

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 seven (850L-1100L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

All reading selections may be used to teach this Content Standard. See especially the following pages for examples.

Traditional and contemporary fiction and non-fiction:

PE/TE: 15-22, 27-34, 37-49, 55-60, 63-67, 70-73, 147-164, 273-281, 303-311, 385-399, 402-412, 415-431, 435-438, 473-485, 488-494, 575-589, 593-597, 676-679, 680-683, 702-703, 704-705, 709-713, 718-720, 725-731, 754-759, 775-779, 780-783

Different literary forms and writers:

• Fiction

PE/TE: 15-22, 27-34, 70-73, 83-90, 95-105, 147-164, 181-189, 385-399, 709-713, 725-731, 750-754, 764-774

• Poetry

PE/TE: 49, 110-112, 115-118, 141-144, 193-195, 198-200, 298-300, 441-445, 497-502, 559-563

• Drama

PE/TE: 218-242, 355-368, 607-654

Add'l TE: See also all Literary Connections recommendations: 11e, 139e, 257e, 383e, 529e

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

Maintain an annotated list of works read.

Add'l TE: All reading selections may be used to demonstrate this activity. See also all Literary Connections recommendations: 11e, 139e, 257e, 383e, 529e

Generate a reading log or journal.

PE/TE: 5, 24, 35, 61, 63, 68, 92, 117, 126, 165, 194, 214, 232, 243, 283, 295, 340, 369, 403, 413, 432, 470, 495, 516, 548, 557, 564, 573, 655

Participate in formal and informal book talks.

PE/TE: See all Responding Options pages: 24, 35, 50, 61, 68, 92, 106, 113, 119, 126, 136-137, 145, 153, 165, 190, 196, 201, 214, 243, 254-255, 271, 283, 295, 301, 329, 340, 348, 353, 369, 380-381, 400, 413, 432, 439, 470, 486, 495, 503, 516, 526-527, 548, 557, 564, 573, 590, 655, 666

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:

E1b.1: makes and supports warranted and responsible assertions about the texts;

PE/TE: 15, 24, 27, 35, 37, 50, 55, 61, 68, 69, 74-79, 83, 92, 106, 111, 113, 117, 119, 123, 126, 136-137, 141, 145, 153, 165, 166, 190, 191, 196, 199, 201, 214, 218, 232, 243, 244, 254-255, 271, 283, 295, 301, 312-316, 329, 340, 348, 351, 353, 369, 380-381, 400, 413, 432, 433, 439, 470, 486, 495, 496, 503, 516, 526-527, 548, 557, 561, 564, 573, 590, 591, 600-602, 607, 655, 666-667, 786-793

Add'l TE: 18, 31, 32, 34, 43, 44, 46, 47, 48, 57, 60, 65, 88, 98, 99, 100, 102, 104, 124, 126, 142, 143, 144, 150, 157, 159, 160, 161, 183, 184, 185, 186, 188, 206, 208, 212, 222, 226, 227, 228, 230, 231, 234, 236, 237, 240, 241, 263, 264, 265, 266, 269, 270, 279, 281, 288, 293, 300, 323, 325, 327, 335, 336, 338, 346, 360, 365, 366, 367, 388, 389, 391, 393, 396, 398, 405, 408, 409, 412, 421, 423, 427, 429, 430, 431, 460, 461, 463, 465, 466, 481, 483, 491, 492, 499, 500, 509, 510, 512, 513, 534, 535, 537, 539, 542, 543, 544, 552, 553, 556, 563, 570, 572, 580, 583, 584, 585, 586, 587, 588, 610, 611, 612, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 627, 628, 630, 631, 634, 636, 638, 639, 642, 643, 645, 646, 647, 650, 651, 652, 654, 679, 682, 686, 687, 688, 690, 695, 697, 703, 705, 707, 708, 719, 720, 722, 724, 729, 731, 746, 752, 753, 757, 759, 765, 766, 772, 774, 779, 781, 782, 783

E1b.2: supports assertions with elaborated and convincing evidence;

PE/TE: 15, 24, 27, 35, 37, 50, 55, 61, 68, 69, 74-79, 83, 92, 106, 111, 113, 117, 119, 123, 126, 136-137, 141, 145, 153, 165, 166, 190, 191, 196, 199, 201, 214, 218, 232, 243, 244, 254-255, 271, 283, 295, 301, 312-316, 329, 340, 348, 351, 353, 369, 380-381, 400, 413, 432, 433, 439, 470, 486, 495, 496, 503, 516, 526-527, 548, 557, 561, 564, 573, 590, 591, 600-602, 607, 655, 666-667, 786-793

Add'l TE: 18, 31, 32, 34, 43, 44, 46, 47, 48, 57, 60, 65, 88, 98, 99, 100, 102, 104, 124, 126, 142, 143, 144, 150, 157, 159, 160, 161, 183, 184, 185, 186, 188, 206, 208, 212, 222, 226, 227, 228, 230, 231, 234, 236, 237, 240, 241, 263, 264, 265, 266, 269, 270, 279, 281, 288, 293, 300, 323, 325, 327, 335, 336, 338, 346, 360, 365, 366, 367, 388, 389, 391, 393, 396, 398, 405, 408, 409, 412, 421, 423, 427, 429, 430, 431, 460, 461, 463, 465, 466, 481, 483, 491, 492, 499, 500, 509, 510, 512, 513, 534, 535, 537, 539, 542, 543, 544, 552, 553, 556, 563, 570, 572, 580, 583, 584, 585, 586, 587, 588, 610, 611, 612, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 627, 628, 630, 631, 634, 636, 638, 639, 642,

643, 645, 646, 647, 650, 651, 652, 654, 679, 682, 686, 687, 688, 690, 695, 697, 703, 705, 707, 708, 719, 720, 722, 724, 729, 731, 746, 752, 753, 757, 759, 765, 766, 772, 774, 779, 781, 782, 783

E1b.3: draws the text together to compare and contrast themes, characters, and ideas;

PE/TE: 35, 37, 50, 61, 69, 113, 115, 119, 136-137, 191, 196, 218, 232, 243, 244, 254, 296, 302, 330, 341, 348, 353, 354, 369, 370, 380, 413, 432, 433, 471, 488, 495, 496, 504, 526, 548, 564, 565, 574, 591, 666-667, 699, 715, 784, 786-793

Add'l TE: 39, 43, 44, 46, 99, 158, 224, 264, 405, 491, 492, 615, 750

E1b.4: makes perceptive and well developed connections;

Personal connections:

PE/TE: 14, 27, 37, 50, 55, 61, 62, 63, 68, 74-79, 92, 95, 106, 110, 111, 113, 115, 117, 119, 121, 126, 136, 141, 145, 147, 153, 155, 165, 181, 190, 193, 196, 198, 201, 203, 214, 243, 259, 271, 273, 283, 285, 295, 298, 301, 321, 329, 331, 340, 342, 348, 350, 351, 353, 355, 369, 385, 400, 402, 413, 415, 432, 435, 439, 455, 470, 473, 486, 488, 495, 497, 503, 505, 516, 526, 531, 548, 550, 557, 559, 561, 564, 566, 573, 575, 590, 607, 655, 666

Add'l TE: T39-T40, 40, 58, 100, 158, 162, 238, 287, 289, 290, 292, 293, 300, 335, 361, 363, 411, 467, 478, 482, 534, 540, 650, 694, 711, 751, 768, 776, 778

Connections to other texts and other subject areas:

PE/TE: 25, 36, 51, 61, 62, 69, 83, 93, 107, 114, 115, 116, 119, 120, 127, 136-137, 146, 155, 166, 196, 197, 215, 218, 244, 254-255, 272, 284, 296, 302, 329, 330, 341, 348, 349, 353, 370, 380-381, 401, 414, 440, 471, 487, 496, 504, 517, 526-527, 549, 558, 565, 574, 591, 656, 698-699, 714-715, 732-733, 760-761, 784-785, 786-793

Add'l TE: 152, 184, 235, 750

E1b.5: evaluates writing strategies and elements of the author's craft.

PE/TE: 13-14, 15, 24, 35, 51, 53-54, 61, 74-79, 92, 93, 106, 108-109, 126, 137, 141, 145, 153, 165, 172-176, 193, 196, 198, 201, 214, 216-217, 255, 272, 295, 298, 312-316, 329, 340, 380-381, 413, 486, 497, 503, 516, 527, 548, 564, 600-602, 656, 666, 786-793

Add'l TE: 20, 21, 22, 29, 31, 32, 33, 42, 65, 85, 97, 99, 103, 104, 112, 118, 124, 142, 143, 160, 186, 226, 240, 264, 265, 266, 291, 299, 300, 327, 335, 345, 387, 408, 411, 427, 458, 461, 477, 478, 499, 500, 501, 507, 512, 542, 543, 560, 562, 568, 571, 583, 614, 615, 626, 630, 678, 704, 758

Examples of activities through which students might produce evidence of reading comprehension include: Construct a book review.

PE/TE: 172-176, 312-316, 598-602, 786-793

Add'l TE: 188, 654

Participate in formal or informal book talk.

PE/TE: See all Responding Options pages: 24, 35, 50, 61, 68, 92, 106, 113, 119, 126, 136-137, 145, 153, 165, 190, 196, 201, 214, 243, 254-255, 271, 283, 295, 301, 329, 340, 348, 353, 369, 380-381, 400, 413, 432, 439, 470, 486, 495, 503, 516, 526-527, 548, 557, 564, 573, 590, 655, 666

Produce a written document (e.g. literary response paper, research report).

PE/TE: 25, 36, 51, 74-78, 93, 114, 120, 154, 166, 172-176, 191, 197, 215, 284, 296, 302, 312-316, 330, 341, 354, 370, 401, 414, 440, 446-450, 471, 487, 496, 518-525, 558, 565, 574, 591, 598-602, 656, 666, 698-699, 714-715, 732, 761, 784-785, 786-793, 834-837

Add'l TE: 212, 257i-257j, 266, 367, 460, 529i-529j, 579

Create an annotated book list organized according to author, theme, or genre.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 11e, 139e, 257e, 383e, 529e

Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).

PE/TE: See all Responding Options pages: 24, 35, 50, 61, 68, 92, 106, 113, 119, 126, 136-137, 145, 153, 165, 190, 196, 201, 214, 243, 254-255, 271, 283, 295, 301, 329, 340, 348, 353, 369, 380-381, 400, 413, 432, 439, 470, 486, 495, 503, 516, 526-527, 548, 557, 564, 573, 590, 655, 666

Create a personal response to a selection or experience.

PE/TE: 14, 27, 37, 50, 55, 61, 62, 63, 68, 74-79, 92, 95, 106, 110, 111, 113, 115, 117, 119, 121, 126, 136,

141, 145, 147, 153, 155, 165, 181, 190, 193, 196, 198, 201, 203, 214, 243, 259, 271, 273, 283, 285, 295, 298, 301, 321, 329, 331, 340, 342, 348, 350, 351, 353, 355, 369, 385, 400, 402, 413, 415, 432, 435, 439, 455, 470, 473, 486, 488, 495, 497, 503, 505, 516, 526, 531, 548, 550, 557, 559, 561, 564, 566, 573, 575, 590, 607, 655, 666

Add'l TE: T39-T40, 40, 58, 100, 158, 162, 238, 287, 289, 290, 292, 293, 300, 335, 361, 363, 411, 467, 478, 482, 534, 540, 650, 694, 711, 751, 768, 776, 778

Debate or hold a panel discussion regarding the perspectives in various genres.

TE: 65, 85, 124, 186, 334, 411, 425-426, 510

Select literature from a variety of genres or authors.

PE/TE: All reading selections may be used to demonstrate this activity. See especially the following pages for examples.

• Fiction

15-22, 27-34, 70-73, 83-90, 95-105, 147-164, 181-189, 385-399, 709-713, 725-731, 750-754, 764-774

• Nonfiction

PE/TE: 55-60, 121-124, 203-212, 213, 273-281, 303-311, 342-347, 435-438, 473-485, 505-514, 575-589

• Poetry

PE/TE: 49, 110-112, 115-118, 141-144, 193-195, 198-200, 298-300, 441-445, 497-502, 559-563

• Drama

PE/TE: 218-242, 355-368, 607-654

Add'l TE: See also all Literary Connections recommendations: 11e, 139e, 257e, 383e, 529e

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1: restates or summarizes information;

PE/TE: 55, 61, 68, 126, 203, 214, 215, 283, 284, 348, 439, 440, 486, 487, 516, 518-525, 590, 591, 834-837

Add'l TE: 57, 66, 209, 279, 346, 437, 585, 588

E1c.2: relates new information to prior knowledge and experience;

PE/TE: 55, 61, 63, 68, 121, 126, 203, 214, 273, 283, 342, 348, 435, 439, 473, 486, 505, 516, 575, 590

Add'l TE: 57, 60, 478, 782

E1c.3: extends ideas;

PE/TE: 61, 62, 68, 69, 126, 215, 283, 348, 349, 439, 440, 486, 487, 516, 517, 590, 591

Add'l TE: 57, 59, 60, 124, 206, 278, 346, 437, 510

E1c.4: makes connections to related topics or information.
PE/TE: 55, 62, 68, 69, 126, 215, 273, 283, 284, 348, 349, 435, 439, 440, 473, 487, 517, 591
Add'l TE: 57, 60, 206

Examples of activities through which students might produce evidence of reading informational materials include:

Summarize text by restating and paraphrasing.
PE/TE: 55, 61, 68, 126, 203, 214, 215, 283, 284, 348, 439, 440, 486, 487, 516, 518-525, 590, 591, 834-837
Add'l TE: 57, 66, 209, 279, 346, 437, 585, 588

Incorporate expert opinions into a speech or position paper.
PE/TE: 126, 215, 487, 658-665, 832-833

Develop a proposal based on data obtained from reading informational texts.
PE/TE: 658-665, 832-833

Summarize and expand oral and written presentation using content specific/ technical vocabulary.
PE/TE: 215, 348, 440, 487, 518-525, 591
Add'l TE: 212, 343

Use multi-media tools to present information and enhance a project.
PE/TE: 127, 215, 440, 487, 591, 838-839, 843-844, 845-847

Write a report of information that draws from multiple sources.
PE/TE: 62, 215, 518-525, 591, 834-837

Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.
PE/TE: 518-525, 834-837

E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

The following pages refer to informational texts that focus on civic issues.

E1d.1: identifies the social context of the document;
PE/TE: 68, 126, 283, 284

E1d.2: identifies the author's purpose and stance;
PE/TE: 126

E1d.3: analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;
PE/TE: 126, 348
Add'l TE: 123, 346

E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;
PE/TE: 284

E1d.5: identifies or uses commonly used persuasive techniques.
PE/TE: 348
Add'l TE: 346

Examples of activities through which students might produce evidence of familiarity with public documents include:

Summarize and critique two or more local newspaper articles related to the same topic or issue.
TE: Opportunities to address this activity may be found on the following pages: 179c-179d, 257i-257j, 529i-529j

Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.
The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Write a letter to the editor in response to an editorial or to an article of local or national importance.
PE/TE: Opportunity to address this activity may be found on the following page: 126. See also 50, 61, 68, 92, 126, 140, 165, 196, 201, 283, 340, 439, 486, 516, 564, 761

Add'l TE: See also 48, 160, 269, 465, 483

Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).

PE/TE: Opportunity to address this activity may be found on the following page: 126
Add'l TE: See also 277, 346, 347

Make judgments about the clarity, power, and authenticity of a document.

PE/TE: 126
Add'l TE: 277, 346, 347

Compare the effectiveness of one selection in relation to others, and personal experiences.

PE/TE: 68, 126, 348

Evaluate the use of language patterns and literary devices such as, figurative language, dialogue, and symbolism.

TE: 345

E1e: The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

The following pages refer to informational texts.

E1e.1: identifies the institutional context of the document;

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this Performance Benchmark may be found in other assignments based on informational texts.

E1e.2: identifies the sequence of activities needed to carry out a procedure;

PE/TE: 830

E1e.3: analyzes or uses the formatting techniques used to make a document user-friendly;

PE/TE: 840-842

E1e.4: identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this Performance Benchmark may be found in other assignments based on informational texts.

Examples of activities through which students might produce evidence of familiarity with functional documents include:

Write a memo or conduct a briefing on procedures to be followed in a given situation.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity

may be found in other assignments based on informational texts.

Produce a manual setting out school rules.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Revise a set of instructions to improve their clarity.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Use technology to enhance the layout and design of a document.

PE/TE: 840-842, 843-844

Identify and list the details of each day of a planned school-wide event.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Review and update a section of the student handbook.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Prepare a brief that succinctly communicates the roles and responsibilities of each member of a student committee.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Grade 7 - E2 Writing

Writing is a process through which a writer 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.

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 471, 487, 518-525, 558, 591, 656, 698-699, 761, 784-785, 834-837

Add'l TE: 257i-257j, 266

E2a.2: develops a controlling idea that conveys a perspective on the subject;

PE/TE: 5, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 470, 487, 521, 558, 698-699, 761, 784-785, 834-837

Add'l TE: 257i-257j

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 470, 487, 521, 553, 591, 656, 698-699, 761, 784-785, 836-837

Add'l TE: 257i-257j, 266

E2a.4: includes appropriate facts and details;

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 470, 487, 520-523, 558, 591, 656, 698-699, 761, 784, 785, 834-837

Add'l TE: 257i-257j, 266

E2a.5: excludes extraneous and inappropriate information;

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 470, 487, 520-523, 558, 591, 656, 698-699, 761, 784-785, 836-837

Add'l TE: 257i-257j, 266

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, and explaining benefits or limitations;

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 470, 487, 518-524, 558, 591, 656, 698-699, 761, 784-785, 834-837, 843-844

Add'l TE: 257i-257j, 266

E2a.7: provides a sense of closure to the writing.

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 470, 487, 521, 523, 558, 656, 698-699, 761, 784-785, 836

Add'l TE: 257i-257j

Examples of reports include:

An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).

PE/TE: 761, 784, 834-837

A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).

PE/TE: 518-525, 834-837

Add'l TE: 257i-257

A chapter book.

PE/TE: 113, 401

A multimedia presentation using research gained from print and other media sources.

PE/TE: 51, 166, 440, 471, 699, 845-847

A report produced as part of studies in subjects such as science, social studies, and mathematics.

PE/TE: 51, 93, 120, 154, 166, 191, 197, 215, 284, 296, 302, 330, 341, 370, 401, 440, 471, 487, 558, 591, 656, 698-699, 761, 784-785, 834-837

Add'l TE: 266

A report of information on an item of personal interest or experience

PE/TE: 401, 471, 518-525, 834-837

Add'l TE: 257i-257j

E2b: The student produces a response to literature that:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 35, 50, 61, 68, 74-78, 92, 145, 172-176, 301, 312-316, 353, 503, 557, 564, 600-601, 786-793

Add'l TE: 101, 188, 235, 423, 654, 722

E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;
PE/TE: 74-78, 92, 172-176, 244, 312-316, 353, 503, 557, 564, 600-602, 788-793
Add'l TE: 101, 188, 282, 336, 367, 423, 654, 722

E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
PE/TE: 74-78, 92, 172-176, 244, 313-314, 353, 503, 557, 600-602, 788-793
Add'l TE: 188, 235, 282, 336, 367, 423, 654, 722

E2b.4: demonstrates an understanding of the literary work;
PE/TE: 35, 50, 61, 68, 74-78, 92, 145, 172-176, 244, 301, 353, 312-316, 503, 557, 600-602, 788-793
Add'l TE: 101, 188, 235, 282, 336, 367, 423, 654, 722

E2b.5: anticipates and answers a reader's questions;
PE/TE: 35, 68, 74-78, 92, 172-176, 313-315, 557, 600-602, 788-793
Add'l TE: 188, 654

E2b.6: provides a sense of closure to the writing.
PE/TE: 35, 68, 77, 92, 145, 176, 301, 315, 353, 503, 557, 564, 601-602, 791, 793
Add'l TE: 101, 188, 282, 367, 423, 654, 722

Examples of responses to literature include:

A literary response paper.
PE/TE: 74-78, 353, 557, 564, 786-793
Add'l TE: 336, 367, 423, 722

A book or movie review.
PE/TE: 557, 598-602
Add'l TE: 188, 654

A literary analysis paper.
PE/TE: 172-176, 312-316, 598-602, 786-793

A comparison of a piece of literature with its media presentation.
PE/TE: 244
Add'l TE: 235, 282

An interpretation of a narrative poem.
PE/TE: 74-78, 172-176, 301, 312-316, 598-602

A pamphlet.
PE/TE: 114, 591, 732

A diary.
PE/TE: 50, 61

A newspaper or magazine article.
PE/TE: 35, 92, 145, 301, 503

E2c: The student produces a narrative account (fictional or autobiographical) that:

E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
PE/TE: 24, 35, 68, 92, 128, 133-134, 145, 165, 246-253, 271, 295, 301, 329, 369, 370, 400, 432, 446-450, 503, 516, 736-738, 824-825
Add'l TE: 33, 162, 293, 399, 690

E2c.2: 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 those events);
PE/TE: 24, 35, 68, 92, 128, 135, 145, 165, 248-252, 271, 295, 301, 329, 369, 370, 400, 432, 446-450, 503, 516, 736-738, 824-825
Add'l TE: 33, 162, 293, 399, 690

E2c.3: creates an organizing structure;
PE/TE: 24, 35, 68, 92, 128, 133, 145, 165, 248-251, 271, 295, 301, 329, 369, 370, 400, 432, 448-450, 503, 516, 736-738, 824-825
Add'l TE: 33, 162, 293, 399, 690

E2c.4: includes sensory details and concrete language to develop plot and character;
PE/TE: 24, 35, 92, 128, 130-131, 133-134, 145, 165, 248-251, 271, 295, 301, 329, 432, 448-450, 516, 736-738, 824-825
Add'l TE: 33, 162, 690

E2c.5: excludes extraneous details and inconsistencies;
PE/TE: 24, 35, 68, 92, 128, 130-131, 133-134, 145, 165, 248-251, 271, 295, 301, 329, 369, 370, 400, 432, 448-450, 503, 516, 736-738, 824-825
Add'l TE: 33, 162, 293, 399, 690

E2c.6: develops complex characters;
PE/TE: 92, 128, 130, 133-134, 248-252, 448-450, 516, 736-738, 824-825
Add'l TE: 162, 690

E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;
PE/TE: 24, 35, 92, 128-135, 145, 165, 248-253, 271, 295, 329, 432, 448-450, 516, 736-738, 824-825
Add'l TE: 33, 162, 690

E2c.8: provides a sense of closure to the writing.
PE/TE: 24, 55, 68, 92, 133, 135, 165, 248-252, 271, 295, 301, 329, 369, 370, 400, 432, 448-450, 503, 737-738, 824-825
Add'l TE: 33, 162, 293, 399, 690

Examples of narrative accounts include:
A biographical account.
PE/TE: 516

A problem-solution essay.
PE/TE: 826, 829

A fiction or non-fiction story.
PE/TE: 24, 165, 246-253, 271, 295, 329, 432, 446-450, 734-738
Add'l TE: 33, 690

A personal narrative.
PE/TE: 24, 68, 92, 128-135
Add'l TE: 162

A historical account.
PE/TE: 165, 516, 590

A news account of an event, fiction or non-fiction.
PE/TE: 35, 92, 145, 301, 503

A summary of text read.
PE/TE: 369, 370, 400
Add'l TE: 293, 399

An observational writing.
PE/TE: 128-134

E2d: The student produces a narrative procedure that:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
PE/TE: 146
Add'l TE: 782

E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
PE/TE: 146

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
PE/TE: 146
Add'l TE: 782

E2d.4: includes relevant information;
PE/TE: 146

Add'l TE: 782

E2d.5: excludes extraneous information;
PE/TE: 146
Add'l TE: 782

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader;
PE/TE: 146

E2d.7: provides a sense of closure to the writing.
PE/TE: 146
Add'l TE: 782

Examples of narrative procedures include:
A set of rules for organizing a class meeting.
TE: Opportunities to address this activity may be found on the following pages: 319c-319d

A set of instructions for playing computer games.
PE/TE: Opportunities to address this activity may be found on the following pages: 302, 433, 656

A set of instructions for using media technology.
PE/TE: Opportunities to address this activity may be found on the following pages: 838-839, 840-841

An explanation of a mathematical procedure.
TE: 139j, 257j, 319d, 383j

A report of information explaining steps and/or procedures for a familiar activity.
PE/TE: 146; see also 433, 656

A storyboard.
PE/TE: Opportunities to address this activity may be found on the following pages: 114, 846-847
Add'l TE: 22, 235, 337

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 658-665, 832-833

E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 658-660, 832-833

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 662-663, 832-833

E2e.4: includes appropriate information and arguments;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 660-665, 832-833

E2e.5: excludes information and arguments that are irrelevant;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 660-665, 832-833

E2e.6: anticipates and addresses reader concerns and counter-arguments;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 660-665, 832-833

E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 660-665, 832-833

E2e.8: provides a sense of closure to the writing.
PE/TE: 126, 191, 214, 271, 329, 348, 413, 470, 503, 564, 590, 663-665, 832-833

Examples of persuasive essays include:

– *A position paper.*
PE/TE: 348, 470, 503, 564, 590, 658-665, 832-833
An evaluation of a product or policy.
PE/TE: 658-665, 832-833

An editorial on a current issue that uses reasoned arguments to support an opinion.
PE/TE: 126, 329, 413, 658-665, 832-833

A speech for a candidate for school or public office.
PE/TE: 832-833; see also 191, 214, 271, 348, 658-665

A multimedia presentation based on a text read.
PE/TE: 845-847; see also 51, 166, 440, 471, 699

An informational web site.
PE/TE: Opportunities to address this activity may be found on the following pages: 838-839

A commercial script.
PE/TE: 590

Grade 7 - 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

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

E3a.1: initiates new topics in addition to responding to adult-initiated topics;
PE/TE: 51, 62, 127, 166, 244, 258, 302, 330, 414, 565, 661, 667, 699; see also 137, 255, 283, 370, 381, 504, 527, 591, 667, 795
Add'l TE: 45, 117, 163, 290; see also 540, 545, 580, 777

E3a.2: asks relevant questions;
PE/TE: 51, 62, 127, 166, 244, 258, 302, 330, 414, 565, 661, 667, 699; see also 137, 255, 283, 370, 381, 504, 527, 591, 667, 795
Add'l TE: 45, 117, 163, 290; see also 540, 545, 580, 777

E3a.3: responds to questions with appropriate elaboration;
PE/TE: 51, 62, 127, 166, 244, 258, 302, 330, 414, 565, 661, 667, 699; see also 137, 255, 283, 370, 381, 504, 527, 591, 667, 795
Add'l TE: 45, 117, 163, 290; see also 540, 545, 580, 777

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
PE/TE: 51, 62, 127, 166, 244, 258, 302, 330, 414, 565, 661, 667, 699; see also 137, 255, 283, 370, 381, 504, 527, 591, 667, 795
Add'l TE: 45, 117, 163, 290; see also 540, 545, 580, 777

E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions.

PE/TE: 51, 62, 127, 166, 244, 258, 302, 330, 414, 565, 661, 667, 699; see also 137, 255, 283, 370, 381, 504, 527, 591, 667, 795

Add'l TE: 45, 117, 163, 290; see also 540, 545, 580, 777

Examples of one-to-one interactions include:

Book Talks with a teacher or parent;

PE/TE: Opportunity to address this activity may be found on the following page: 504

Analytical discussions of a movie or television program with a teacher or parent.

PE/TE: Opportunity to address this activity may be found on the following page: 370

Interviews with teachers or other adults with discussion.

PE/TE: 51, 62, 127, 166, 258, 302, 414, 565, 661, 699; see also 283, 370, 504

Add'l TE: 45, 290

Interviews with multiple teachers or adults about their opinions of a major international news event.

PE/TE: Opportunity to address this activity may be found on the following page: 51; see also 661 for interview techniques

Interviews with adults from at least two community service agencies to determine the kinds of support they provide to others.

PE/TE: 127, 244; see also 661 for interview techniques

Interviews conducted with a journalist.

PE/TE: 330; see also 661 for interview techniques

Add'l TE: See 540, 545, 580, 591, 777

Interviews with other adults to gather their thoughts as to what makes videos entertaining.

PE/TE: See 661 for interview techniques

Interviews with a variety of people to determine concepts and messages they remember from a well-known piece of literature.

TE: Opportunities to address this activity may be found on the following pages: 117, 163

Dialogue with a teacher, parent or adult about a reflection on a collection of the student's work.

PE/TE: Opportunities to address this activity may be found on the following pages: 137, 255, 381, 527, 667, 795

Discussion with a teacher or parent about portfolio work.

PE/TE: Opportunities to address this activity may be found on the following pages: 137, 255, 381, 527, 667, 795

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

E3b.1: displays appropriate turn-taking behaviors;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.2: solicits another person's comment or opinion;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.3: offers own opinion forcefully without dominating;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.4: responds appropriately to comments and questions;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.6: gives reasons in support of opinions expressed;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;

PE/TE: 15, 27, 35, 37, 51, 55, 77, 93, 95, 106, 107, 119, 120, 126, 133, 136-137, 141, 147, 154, 155, 165, 166, 175, 180, 190, 191, 196, 198, 215, 218, 244, 249, 251, 254, 258, 271, 272, 283, 295, 298, 302, 315, 329, 330, 340, 342, 348, 350, 353, 377, 380, 384, 385, 400, 432, 433, 439, 440, 449, 470, 471, 473, 486, 487, 495, 496, 497, 503, 517, 523, 526, 530, 548, 550, 558, 559, 564, 572, 574, 591, 601, 655, 663, 666, 698, 737, 791

Add'l TE: 11i-11j, 21, 24, 29, 39, 46, 61, 68, 85, 87, 102, 112, 139i-139j, 144, 153, 179c-179d, 206, 214, 235, 238, 257i-257j, 267, 275, 319c-319d, 363, 365, 383i-383j, 395, 425, 453c-453d, 459, 480, 513, 516, 529i-529j, 605c-605d, 669i-669j, 671, 676, 680, 707, 715, 726, 728

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

PE/TE: 106, 107, 119, 126, 154, 191, 244, 302, 380, 400, 440, 496, 503, 526, 530, 558, 564, 591, 698, 715

Add'l TE: 11i-11j, 61, 102, 139i-139j, 144, 153, 179c-179d, 196, 206, 257i-257j, 275, 319c-319d, 383i-383j, 395, 453c-453d, 529i-529j, 605c-605d, 669i-669j

Examples of activities involving group meetings include:

Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)

PE/TE: 51, 107, 154, 191, 272, 302, 329, 380, 440, 470, 496, 548, 558, 564, 574, 698

Add'l TE: 11i-11j, 46, 102, 106, 179c-179d, 196, 257i-257j, 275, 319c-319d, 383i-383j, 395, 453c-453d, 480, 605c-605d, 669i-669j, 707

Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.

TE: 11j, 179d, 257j, 319d, 383j, 453d, 529j, 605d, 669j

Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, plan, conduct, and orchestrate follow-up for problem solving or enactment of the results of the town meeting.

PE/TE: Opportunity to address this activity may be found on the following page: 198

Add'l TE: See also 179c-179d, 319c-319d

Take part in book talks with other students. Students plan, conduct, and strategize for the book talks.

PE/TE: 27, 119, 136-137, 244, 254, 340, 348, 380, 400, 432, 526; see also 283

Add'l TE: 153, 196, 235, 395, 480; see also 267, 699i-699j, 680

Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format to adults, community and peers.

PE/TE: Opportunity to address this activity may be found on the following page: 549

Add'l TE: See also 139j, 179c-179d, 257j, 383j, 529j

Role-play to better understand a certain historical event.

PE/TE: Opportunities to address this activity may be found on the following pages: 35, 51, 93, 136, 166, 191, 196, 215, 249, 271, 353, 413, 448, 470, 526, 530, 564, 733

Add'l TE: See also 46, 112, 139i-139j, 144, 425, 459, 676, 707, 726

Participate in peer writing response groups.

PE/TE: 77, 132, 175, 251, 315, 377, 449, 523, 601, 663, 737, 791, 810-811

Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.

PE/TE: 77, 133, 175, 251, 315, 377, 449, 523, 601, 663, 737, 791, 810-811

Choose a story to dramatize, including characters, dialogue, and simple stage directions; perform assigned roles for the class.

PE/TE: 36, 51, 106, 165, 243, 401, 656, 698, 737, 741

Add'l TE: 46, 102, 238, 363, 425, 426, 669i-669j, 744

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

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

PE/TE: 68, 93, 145, 154, 191, 197, 215, 244, 284, 296, 302, 330, 341, 354, 370, 384, 401, 414, 433, 440, 470, 487, 558, 591, 656, 761; see also 35, 120, 180, 190, 243, 353, 369, 413, 517, 698

Add'l TE: 212, 383i-383j, 469, 773; see also 81c-81d, 139i-139j, 275, 638-639, 676, 680, 764

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

PE/TE: 68, 93, 145, 154, 191, 197, 215, 244, 284, 296, 302, 330, 341, 354, 370, 384, 401, 414, 433, 440, 470, 487, 558, 591, 656, 761; see also 35, 120, 180, 190, 243, 353, 369, 413, 517, 698

Add'l TE: 212, 383i-383j, 469, 773; see also 81c-81d, 139i-139j, 275, 638-639, 676, 680, 764

E3c.3: uses notes or other memory aids to structure the presentation;

PE/TE: 68, 93, 145, 154, 191, 197, 215, 244, 284, 296, 302, 330, 341, 354, 370, 384, 401, 414, 433, 440, 470, 487, 558, 591, 656, 761; see also 35, 120, 180, 190, 243, 353, 369, 413, 517, 698

Add'l TE: 212, 383i-383j, 469, 773; see also 81c-81d, 139i-139j, 275, 638-639, 676, 680, 764

E3c.4: develops several main points relating to a single thesis;

PE/TE: 68, 93, 145, 154, 191, 197, 215, 244, 284, 296, 302, 330, 341, 354, 370, 384, 401, 414, 433, 440, 470, 487, 558, 591, 656, 761; see also 35, 120, 180, 190, 243, 353, 369, 413, 517, 698

Add'l TE: 212, 383i-383j, 469, 773; see also 81c-81d, 139i-139j, 275, 638-639, 676, 680, 764

E3c.5: engages the audience with appropriate verbal cues and eye contact;
PE/TE: 68, 93, 145, 154, 191, 197, 215, 244, 284, 296, 302, 330, 341, 354, 370, 384, 401, 414, 433, 440, 470, 487, 558, 591, 656, 761; see also 35, 120, 180, 190, 243, 353, 369, 413, 517, 698
Add'l TE: 212, 383i-383j, 469, 773; see also 81c-81d, 139i-139j, 275, 638-639, 676, 680, 764

E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.
PE/TE: 68, 93, 145, 154, 191, 197, 215, 244, 284, 296, 302, 330, 341, 354, 370, 384, 401, 414, 433, 440, 470, 487, 558, 591, 656, 761; see also 35, 120, 180, 190, 243, 353, 369, 413, 517, 698
Add'l TE: 212, 383i-383j, 469, 773; see also 81c-81d, 139i-139j, 275, 638-639, 676, 680, 764

Examples of presentations include:
A presentation of project plans or a report for an Applied Learning project.
PE/TE: 93, 120, 154, 191, 196, 215, 244, 284, 296, 330, 341, 354, 370, 401, 414, 470, 487, 656, 761
Add'l TE: 212, 383i-383j, 469

A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.
PE/TE: 196, 302, 370, 558

A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.
PE/TE: 154, 330, 370, 558, 591, 656
Add'l TE: 212

A role play of mythological figures who debate a current issue.
PE/TE: Opportunities to address this activity may be found on the following pages: 145, 353, 369, 413, 433, 517, 698
Add'l TE: See also 139i-139j, 676, 680, 764, 773

A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.
PE/TE: Opportunities to address this activity may be found on the following pages: 51, 440, 530, 845-847
Add'l TE: See also 81c-81d, 529i-529j

A presentation that compares and contrasts characters in literature with people you actually know.
PE/TE: Opportunity to address this activity may be found on the following page: 761

Add'l TE: See also 383j

A summary of a piece of significant non-fiction writing that communicates the essential points to classmates.
PE/TE: 591
Add'l TE: See also 212

Produce a radio play with sound effects, background music, etc., and tape that program for your class.
PE/TE: 36, 243, 401, 656
Add'l TE: 275, 638-639

A videotape designed to persuade and capture the interest of the class.
PE/TE: 191, 558
Add'l TE: See also 81c-81d, 139i-139j, 638-639

A production of an orientation video for new students.
TE: Opportunities to address this activity may be found on the following pages: 139i-139j

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

E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;
PE/TE: 178-179, 565, 845-847
Add'l TE: 529i-529j

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;
PE/TE: 178-179, 565, 699, 845-847
Add'l TE: 409, 529i-529j, 769

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;
PE/TE: 565
Add'l TE: 282, 409, 529i-529j, 769

E3d.4: defines the role of advertising as part of media presentation.
PE/TE: 178-179, 565, 785
Add'l TE: 529i-529j

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:
Present a paper or report on reasons for selecting one media choice over another.
PE/TE: Opportunities to address this activity may be found on the following pages: 178-179
Add'l TE: See also 282, 409

Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.

PE/TE: 845-847

Summarize patterns of media exposure in writing or in oral reports.

TE: 529i-529j

Analyze the appeal of popular television shows and films for particular audiences while providing an analysis on how the show or film could have been changed for greater or lesser impact.

PE/TE: 699; see also 178-179

Add'l TE: 282, 409, 769

Describe the appeal of particularly memorable commercials.

PE/TE: 178-179, 785

Add'l TE: 529i-529j

Explain the use of "propaganda techniques" (e.g., bandwagon, glittering generalities, celebrity) in television commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 178-179, 785

Add'l TE: See also 529i-529j

Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.

PE/TE: Opportunities to address this activity may be found on the following pages: 845-847

Analyze how different forms of media address the same topic and evaluate each for their effectiveness.

PE/TE: Opportunities to address this activity may be found on the following pages: 699, 785

Add'l TE: 282, 409, 529i-529j, 769

Grade 7 - E4 Conventions, Grammar, and Usage of the English Language

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

E4a: The student 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:

E4a.1: grammar;

PE/TE: 79, 135, 177, 253, 317, 379, 599, 603, 665, 739, 793, 851-857, 858-865, 866-870, 871-874

Add'l TE: 30, 41, 59, 88, 99, 125, 207, 263, 289, 335, 346, 359, 492, 514, 552, 584, 631, 691, 712, 727, 752

E4a.2: paragraph structure;

PE/TE: 251, 313

E4a.3: punctuation;

PE/TE: 75, 599, 739, 879-887

Add'l TE: 151, 326, 406, 422, 538, 569, 584, 765

E4a.4: sentence construction;

PE/TE: 253, 317, 603, 739, 848-850

Add'l TE: 18, 66, 185, 208, 224, 463, 479, 569, 631, 765

E4a.5: spelling;

TE: 23, 34, 49, 60, 67, 91, 105, 152, 164, 189, 213, 242, 270, 280, 292, 328, 339, 344, 360, 390, 407, 424, 468, 485, 494, 544, 555, 572, 589, 635, 677, 709, 719, 748, 770

E4a.6: usage.

PE/TE: 135, 177, 253, 317, 379, 451, 525, 599, 603, 665, 739, 793, 851-857, 858-865, 866-870, 871-874, 875-878, 879-887

Add'l TE: 30, 41, 88, 125, 161, 224, 278, 289, 335, 346, 387, 406, 422, 492, 514, 538, 552, 569, 584, 712, 727, 752, 765

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.

PE/TE: All writing assignments may be used to demonstrate this activity. See especially all Writing Workshop pages: 76-79, 128-133, 174-177, 246-253, 314-317, 372-379, 448-451, 518-525, 600-603, 658-665, 736-739, 786-793

Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.

PE/TE: 79, 135, 177, 253, 317, 375, 379, 451, 525, 603, 665, 739, 793, 812-813

Observe conventions of language during formal oral presentations.

PE/TE: Opportunities to address this activity may be found with all speaking activities and on the following pages: 78-79, 134-135, 176-177, 252-253, 316-317, 378-379, 449-451, 522-525, 601-603, 664-665, 738-739, 792-793, 812-813

Revise a piece of writing by combining sentences.

PE/TE: 317, 603, 739

Add'l TE: See also 18, 208, 463

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:

E4b.1: adding or deleting details;

PE/TE: 75, 78, 131, 133, 175-176, 251, 315-316, 377-378, 449-450, 521-523, 600-602, 661, 663, 737, 791, 812, 819-822

E4b.2: adding or deleting explanations;

PE/TE: 75, 78, 131, 133, 251, 315-316, 377-378, 449-450, 521-523, 600-602, 661, 663, 737, 791, 812, 819-822

E4b.3: clarifying difficult passages;

PE/TE: 75, 78, 131, 133, 175-176, 251, 315-316, 377-378, 449-450, 521-523, 600-602, 661, 663, 737, 791, 812, 819-822

E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;

PE/TE: 77, 251, 313, 315, 377, 449, 523, 601, 663, 737, 791, 812, 815-817

E4b.5: sharpening the focus;

PE/TE: 134-135, 176, 313, 377, 449, 523, 600-601, 663, 791, 812, 814-815

E4b.6: reconsidering the organizational structure.

PE/TE: 77, 251, 313, 315, 377, 449, 523, 601, 663, 791, 812

Examples of activities through which students might produce evidence of analyzing and revising work include:

Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.

PE/TE: 78, 131, 133-135, 251-252, 315-316, 376-378, 449-450, 175-176, 523-525, 601-602, 662-664, 737-738, 790-792, 810-811

Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.

PE/TE: 77-78, 132-134, 175-176, 250-252, 315-316, 376-378, 449-450, 522-525, 601-602, 662-664, 737-738, 790-792, 809-812

Describe the reasons for stylistic choices made as a writer or presenter.

PE/TE: 135, 176, 253, 316, 378, 450, 524-525, 602, 664-665, 738, 792-793

Critique the writing or oral presentation of a peer.

PE/TE: 77, 133, 175, 251, 315, 376-377, 449, 522-523, 601, 663, 737, 791, 810-811

Use Lotus Notes or similar technology to allow students to read and edit each other's writing.

PE/TE: 376, 522; see also 78, 133-135, 251-252, 315-316, 377-378, 449-450, 175-176, 523-525, 601-602, 662-664, 737-738, 790-792, 810-811

Grade 7 - E5 Literature

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

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

E5a.1: identifies recurring themes across works;

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See especially the following pages for examples: 55-60, 63-67, 70-73, 136-137; 141-144, 147-164, 167-171, 254-255; 321-327, 331-339, 342-347, 350-352, 355-358, 380-381; 455-469, 473-485, 488-494, 497-502, 505-514, 526-527; 566-572, 575-589, 593-597, 666-667

E5a.2: interprets the impact of author's decisions regarding word choice and content, and literary elements;

PE/TE: 13-14, 24, 35, 37, 93, 106, 109, 146, 153, 172-177, 190, 214, 243, 312-317, 369, 400, 413, 471, 548, 557, 573, 598-603, 786-793

Add'l TE: 29, 39, 49, 58, 59, 65, 88, 97, 98, 104, 184, 185, 188, 206, 230, 288, 289, 293, 361, 367, 389, 394, 417, 421, 427, 429, 430, 459, 460, 511, 513, 537, 539, 640, 641, 651, 652, 746, 750, 751, 752, 755, 759

E5a.3: identifies the characteristics of literary forms and genres;

PE/TE: 13-14, 53-54, 61, 68, 108-109, 126, 141, 193, 198, 214, 216-217, 218, 283, 348, 369, 413, 415, 497, 557, 573, 591, 607

Add'l TE: 19, 39, 57, 58, 103, 116, 142, 199, 211, 228, 233, 268, 276, 338, 352, 357, 362, 396, 419, 427, 429, 466, 500, 512, 537, 556, 561, 562, 579, 581, 610, 613, 615, 627, 632, 672, 688, 748, 753, 768, 770, 780

E5a.4: evaluates literary merit;

PE/TE: 36, 107, 166, 191, 272, 330, 341, 370, 414, 433, 558, 565, 574, 598-603, 656; see also all Responding Options pages: 24, 35, 50, 61, 68, 92, 106, 113, 119, 126, 136-137, 145, 153, 165, 190, 196, 201, 214, 243, 254-255, 271, 283, 295, 301, 329, 340, 348, 353, 369, 380-381, 400, 413, 432, 439, 470, 486, 495, 503, 516, 526-527, 548, 557, 564, 573, 590, 655, 666

Add'l TE: 188

E5a.5: identifies the effect of point of view;

PE/TE: 24, 93, 165

Add'l TE: 18, 32, 65, 85, 86, 124, 186, 265, 334, 335, 389, 411, 571, 580, 756

E5a.6: analyses the reasons for a character's actions, taking into account the situation and basic motivation of the character;

PE/TE: 13, 15, 27, 51, 153, 340, 400, 656

Add'l TE: 18, 30, 31, 43, 44, 46, 99, 143, 222, 231, 264, 266, 338, 393, 396, 400, 535, 542, 553, 612, 616, 619, 631, 646, 686, 757, 782, 783

E5a.7: identifies stereotypical characters as opposed to fully developed characters;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 13, 15, 27, 51, 340, 400, 656

Add'l TE: 20, 31, 143, 264, 393, 396, 400, 612, 616, 619, 631

E5a.8: identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description;

PE/TE: 83, 108-109, 113, 119, 172-177, 198, 201, 271, 298, 301, 329, 353, 385, 433, 471, 486, 495, 503, 513, 516, 564

Add'l TE: 21, 22, 46, 87, 111, 112, 117, 118, 150, 185, 199, 221, 224, 226, 230, 233, 236, 240, 299, 324, 325, 327, 345, 387, 392, 398, 407, 422, 423, 425, 427, 430, 459, 537, 539, 560, 579, 586, 588, 616, 629, 678, 681, 682, 687, 689, 694, 706, 710, 726, 730, 745, 758, 776, 777, 778, 781

E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.

PE/TE: All selections in *The Language of Literature* may be used to meet this Performance Benchmark. For direct instruction in making inferences and drawing conclusions, see 260, 318-319, 331

Add'l TE: 220, 262, 323, 437

Examples of activities through which students might produce evidence of responding to literature include:

Analyze stereotypical characters in a popular television production.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 13, 15, 27, 51, 340, 400, 656
Add'l TE: 20, 31, 143, 264, 393, 396, 400, 612, 616, 619, 631

Examine themes in the work (fiction or non-fiction) of one popular young-adult author.

PE/TE: Opportunities to address this activity may be found on the following Literary Connections pages: 11e, 139e, 257e, 383e, 529e

Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.

PE/TE: 36, 107, 191, 330, 370, 433, 574, 786-793

Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.

PE/TE: 108-109, 113, 119, 141, 145, 146, 193, 196, 198, 201, 353, 564, 565; see also 598-603
Add'l TE: 111, 112, 117, 118, 142, 199, 200

Participate in formal or informal book talks.

PE/TE: See all Responding Options pages: 24, 35, 50, 61, 68, 92, 106, 113, 119, 126, 136-137, 145, 153, 165, 190, 196, 201, 214, 243, 254-255, 271, 283, 295, 301, 329, 340, 348, 353, 369, 380-381, 400, 413, 432, 439, 470, 486, 495, 503, 516, 526-527, 548, 557, 564, 573, 590, 655, 666

Write or perform a skit based on a story read in class.

PE/TE: 36, 93, 548, 558

Write a parody based on a story read in class.

PE/TE: Opportunities to address this activity may be found on the following pages: 24, 35, 92, 145, 165, 246-253, 271, 295, 301, 329, 432, 446-450, 503, 516, 590, 734-739, 824-825

Add'l TE: 33, 690

Speculate about point of view in a work read by the class.

PE/TE: 24, 93, 165

Add'l TE: 18, 32, 65, 85, 86, 124, 186, 265, 334, 335, 389, 411, 571, 580, 756

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

PE/TE: 24, 36, 50, 68, 92, 93, 113, 119, 128-135, 145, 165, 196, 201, 246-253, 271, 295, 329, 340, 348, 353, 413, 432, 439, 446-451, 486, 495, 516, 548, 558, 565, 734-739, 824-825

Add'l TE: 162, 200

Examples of literary genres include:

A personal essay.

PE/TE: 24, 68, 92, 128-135

Add'l TE: 162

A short story.

PE/TE: 24, 165, 246-253, 271, 295, 329, 432, 446-451, 486, 734-739, 824-825

A short play.

PE/TE: 36, 93, 548, 558

A poem.

PE/TE: 68, 113, 119, 145, 196, 201, 348, 353, 565

Add'l TE: 200

A vignette

PE/TE: 50, 119, 165, 340, 413, 439, 495, 516

Grade 8

Grade 8 - E1 Reading

Reading is a process which 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.

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 eight (900L-1150L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

All reading selections may be used to teach this Content Standard. See especially the following pages for examples.

Traditional and contemporary fiction and non-fiction:

PE/TE: 17-26, 29-40, 45-53, 57-61, 64-73, 83-87, 90-103, 107-118, 149-157, 161-172, 203-209, 219-225, 228-237, 240-248, 252-256, 259-264, 285-294, 298-310, 319-329, 369-377, 380-386, 390-396, 400-403, 425-431, 439-445, 450-456, 483-489, 499-504, 507-509, 512-538, 550-558, 559, 575-580, 637-643, 648-656, 659-665, 668-671, 702-705, 710-713, 721-723, 737-739, 762-768, 775-781, 789-790, 791-795

Different literary forms and writers:

• Fiction

PE/TE: 17-26, 29-40, 64-73, 90-103, 161-172, 203-209, 219-225, 240-248, 285-294, 380-386, 425-431, 507-509, 512-538, 575-580, 637-643, 648-656, 706-709, 721-723, 740-741, 775-781, 791-795

• Poetry

PE/TE: 53, 125-128, 131-133, 158, 175-178, 225, 267-269, 313-316, 406-409, 434-436, 446, 542-546, 594-597, 620-627, 674-676, 679-681

• Drama

PE/TE: 183-199, 332-343, 459-479, 600-615

Add'l TE: See also all Literary Connections recommendations: 13e, 147e, 283e, 423e, 573e, 695e

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

Maintain an annotated list of works read.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 147e, 283e, 423e, 573e, 695e

Generate a reading log or journal.

PE/TE: 5, 29, 41, 54, 88, 90, 104, 125, 131, 134, 159, 176, 177, 179, 183, 200, 219, 228, 238, 249, 257, 317, 319, 330, 378, 380, 387, 390, 398, 400, 404, 425, 432, 439, 457, 480, 505, 510, 539, 542, 548, 560, 581, 583, 592, 617, 637, 645, 648, 657, 666, 672, 677, 682

Participate in formal and informal book talks.

PE/TE: See all Responding Options pages: 27, 41, 54, 62, 88, 104, 120, 129, 134, 159, 173, 200, 226, 238, 239, 249, 257, 265, 270, 280, 295, 296, 311, 317, 330, 331, 345, 378, 387, 398, 404, 410, 411, 432, 437, 448, 457, 480, 505, 506, 510, 539, 548, 560, 581, 592, 598, 617, 649, 657, 666, 672, 677, 682

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:

E1b.1: makes and supports warranted and responsible assertions about the texts;

PE/TE: 27, 41, 54, 62, 88, 104, 120, 121, 127, 129, 132, 134, 144-145, 159, 160, 173, 176, 177, 179, 200, 202, 210-215, 226, 227, 238, 239, 249, 250, 257, 265, 268, 270, 280, 295, 296, 311, 314, 317, 330, 331, 345, 360-365, 378, 387, 398, 404, 407, 410, 411, 420-421, 432, 437, 448, 457, 458, 480, 481, 505, 506, 510, 539, 540, 548, 549, 560, 581, 592, 596, 598, 617, 618, 628-633, 645, 646, 657, 658, 666, 667, 672, 675, 677, 680, 682, 683, 692-693, 730, 750, 752-757, 782, 796

Add'l TE: 19, 21, 23, 24, 25, 31, 32, 35, 37, 38, 39, 49, 51, 60, 87, 93, 95, 97, 98, 99, 100, 102, 103, 113, 114, 117, 118, 126, 154, 155, 156, 165, 187, 188, 190, 192, 193, 195, 196, 198, 222, 223, 224, 231, 232, 233, 234, 237, 242, 243, 245, 247, 248, 254, 255, 262, 288, 289, 290, 292, 293, 300, 301, 302, 303, 306, 309, 322, 323, 324, 325, 327, 335, 336, 337, 339, 340, 342, 343, 371, 372, 383, 384, 385, 394, 396, 401, 402, 403, 430, 435, 436, 444, 446, 454, 455, 461, 462, 463, 465, 466, 470, 471, 472, 473, 474, 475, 477, 478, 501, 502, 503, 504, 509, 514, 515, 518, 519, 520, 521, 522, 523, 524, 528, 529, 530, 531, 532, 533, 535, 536, 543, 544, 545, 546, 553, 554, 556, 558, 577, 580, 586, 587, 588, 589, 590, 597, 603, 605, 606, 607, 608, 609, 610, 611, 612, 614, 640, 641, 642, 650, 651, 652, 653, 654, 655, 661, 662, 663, 664, 665, 676, 703, 706, 708, 712, 719, 720, 722, 724, 725, 726, 728, 734, 735, 738, 740, 746, 748, 763, 765, 766, 767, 768, 769, 774, 777, 779, 786, 787, 788, 790, 792, 793, 794

E1b.2: supports assertions with elaborated and convincing evidence;

PE/TE: 27, 41, 54, 62, 88, 104, 120, 121, 127, 129, 132, 134, 144-145, 159, 160, 173, 176, 177, 179, 200, 202, 210-215, 226, 227, 238, 239, 249, 250, 257, 265, 268, 270, 280, 295, 296, 311, 314, 317, 330, 331, 345, 360-365, 378, 387, 398, 404, 407, 410, 411, 420-421, 432, 437, 448, 457, 458, 480, 481, 505, 506, 510, 539, 540, 548, 549, 560, 581, 592, 596, 598, 617, 618, 628-633, 645, 646, 657, 658, 666, 667, 672, 675, 677, 680, 682, 683, 692-693, 730, 750, 752-757, 782, 796

Add'l TE: 19, 21, 23, 24, 25, 31, 32, 35, 37, 38, 39, 49, 51, 60, 87, 93, 95, 97, 98, 99, 100, 102, 103, 113, 114, 117, 118, 126, 154, 155, 156, 165, 187, 188, 190, 192, 193, 195, 196, 198, 222, 223, 224, 231, 232, 233, 234, 237, 242, 243, 245, 247, 248, 254, 255, 262, 288, 289, 290, 292, 293, 300, 301, 302, 303, 306, 309, 322, 323, 324, 325, 327, 335,

336, 337, 339, 340, 342, 343, 371, 372, 383, 384, 385, 394, 396, 401, 402, 403, 430, 435, 436, 444, 446, 454, 455, 461, 462, 463, 465, 466, 470, 471, 472, 473, 474, 475, 477, 478, 501, 502, 503, 504, 509, 514, 515, 518, 519, 520, 521, 522, 523, 524, 528, 529, 530, 531, 532, 533, 535, 536, 543, 544, 545, 546, 553, 554, 556, 558, 577, 580, 586, 587, 588, 589, 590, 597, 603, 605, 606, 607, 608, 609, 610, 611, 612, 614, 640, 641, 642, 650, 651, 652, 653, 654, 655, 661, 662, 663, 664, 665, 676, 703, 706, 708, 712, 719, 720, 722, 724, 725, 726, 728, 734, 735, 738, 740, 746, 748, 763, 765, 766, 767, 768, 769, 774, 777, 779, 786, 787, 788, 790, 792, 793, 794

E1b.3: draws the text together to compare and contrast themes, characters, and ideas;

PE/TE: 41, 104, 120, 129, 134, 173, 179, 202, 210-215, 226, 239, 249, 250, 270, 280, 296, 317, 330, 378, 388, 404, 410, 411, 420, 437, 448, 481, 505, 548, 549, 560, 570-571, 581, 598, 618, 637, 646, 658, 672, 677, 682, 683, 692-693

Add'l TE: 31, 156, 242, 392, 474, 502, 651

E1b.4: makes perceptive and well developed connections;

Personal connections:

PE/TE: 5, 27, 41, 54, 62, 88, 104, 107, 120, 129, 134, 144, 149, 159, 173, 176, 177, 179, 200, 226, 238, 249, 257, 265, 268, 270, 295, 311, 314, 317, 330, 345, 378, 387, 398, 404, 407, 410, 420, 432, 435, 437, 448, 457, 480, 505, 506, 510, 539, 548, 560, 581, 592, 596, 598, 617, 637, 645, 666, 675, 677, 682, 692

Add'l TE: 153, 169, 187, 188, 189, 194, 195, 236, 244, 261, 291, 328, 376, 409, 444, 468, 473, 516, 530, 556, 579, 585, 639, 641, 653, 671, 708, 728, 743, 770

Connections to other texts and other subject areas:

PE/TE: 17, 28, 29, 45, 55, 83, 90, 105, 120, 121, 160, 175, 179, 201, 202, 219, 240, 250, 252, 258, 259, 266, 267, 271, 280, 285, 296, 298, 312, 317, 318, 319, 330, 332, 346, 369, 378, 379, 388, 390, 399, 404, 410, 411, 425, 437, 438, 448, 449, 450, 458, 459, 481, 499, 505, 506, 507, 511, 512, 540, 542, 548, 549, 550, 560, 561, 570-571, 582, 583, 593, 598, 600, 618, 619, 637, 646, 648, 658, 659, 667, 668, 672, 677, 692, 714-715, 730-731, 750-751, 782-783, 796-797

Add'l TE: 63, 89, 101, 130, 135, 174, 180, 227, 239, 330, 599, 673, 678, 683

E1b.5: evaluates writing strategies and elements of the author's craft.

PE/TE: 27, 41, 54, 62, 88, 104, 121, 129, 134, 144-145, 159, 160, 173, 179, 200, 226, 238, 265, 270, 280, 296, 311, 317, 330, 360-365, 378, 387, 398, 404, 411, 432, 433, 437, 448, 481, 505, 510, 540, 560, 570, 598, 628-633, 646, 657, 677, 682, 692

Add'l TE: 60, 87, 95, 111, 114, 117, 132, 154, 155, 165, 169, 185, 190, 191, 220, 230, 236, 242, 268, 306, 325, 335, 340, 342, 401, 402, 403, 429, 430, 435, 436, 476, 477, 524, 532, 544, 545, 546, 552, 553, 556, 577, 595, 640, 642, 653

*Examples of activities through which students might produce evidence of reading comprehension include:
Construct a book review.*

PE/TE: 210-215, 360-365, 480, 628-633

Participate in formal or informal book talk.

PE/TE: Opportunities to address this activity can be found on all Responding Options pages: 27, 41, 54, 62, 88, 104, 120, 129, 134, 159, 173, 200, 226, 238, 239, 249, 257, 265, 270, 280, 295, 296, 311, 317, 330, 331, 345, 378, 387, 398, 404, 410, 411, 432, 437, 448, 457, 480, 505, 506, 510, 539, 548, 560, 581, 592, 598, 617, 649, 657, 666, 672, 677, 682

Produce a literary response paper.

PE/TE: 74-79, 210-215, 360-365, 490-495, 628-633, 752-757

Create an annotated book list organized according to author, theme, or genre.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 147e, 283e, 423e, 573e, 695e

Produce a research report.

PE/TE: 55, 89, 121, 160, 201, 239, 250, 258, 266, 271, 312, 318, 388, 399, 438, 449, 458, 481, 506, 511, 540, 549, 561, 582, 646, 658, 667, 714-715, 731, 750-751, 783, 797, 798-805, 846-849

Add'l TE: 105, 130, 135, 174, 180, 227, 330, 346, 379, 411, 433, 599, 673, 678, 683

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1: restates or summarizes information;

PE/TE: 54, 55, 62, 88, 89, 257, 258, 265, 266, 330, 331, 390, 398, 399, 404, 445, 448, 449, 457, 458, 560, 672, 801, 847

Add'l TE: 48, 49, 81c, 255, 283i, 367c, 392, 405, 497c, 559, 561, 670, 673

E1c.2: relates new information to prior knowledge and experience;

PE/TE: 54, 62, 88, 257, 265, 330, 398, 404, 445, 457, 560, 672

Add'l TE: 283i, 322, 328, 444, 671

E1c.3: extends ideas;

PE/TE: 62, 88, 257, 265, 330, 398, 404, 448, 449, 457, 458, 560, 672

Add'l TE: 51, 52

E1c.4: makes connections to related topics or information.

PE/TE: 55, 89, 258, 265, 331, 399, 449, 458, 561

Add'l TE: 52, 405, 673

Examples of activities through which students might produce evidence of reading informational materials include:

Use information to support or enhance a project.

PE/TE: 55, 89, 258, 266, 331, 399, 449, 458, 801, 847

Add'l TE: 81c, 283i, 367c, 405, 497c, 561, 673

Incorporate expert opinions into a speech or position paper.

PE/TE: 266

Add'l TE: 63, 283i, 367c

Develop a proposal based on data obtained from reading informational texts.

PE/TE: Opportunities to address this activity may be found on the following pages: 684-691

Add'l TE: 81c, 283i, 367c, 497c

Write a report of information that draws from multiple sources.

PE/TE: 55, 89, 258, 266, 331, 399, 458, 798-805, 846-849

Add'l TE: 283i-283j, 405, 497c, 561, 673

Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

PE/TE: 55, 266, 399, 798-805, 846-849

Add'l TE: 367c, 497c

E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

The following pages refer to informational texts that focus on civic issues.

E1d.1: identifies the social context of the document;

PE/TE: 252, 259, 319, 439, 550

Add'l TE: 557

E1d.2: identifies the author's purpose and stance;

PE/TE: 299, 398

Add'l TE: 254, 255

E1d.3: analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;

PE/TE: Opportunities to address this activity may be found on the following pages: 684-691, 844-845

E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;

PE/TE: Opportunities to address this activity may be found on the following pages: 216-217

E1d.5: identifies or uses commonly used persuasive techniques.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 684-691, 844-845

Examples of activities through which students might produce evidence of familiarity with public documents include:

Summarize and critique two or more local newspaper articles related to the same topic or issue.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.

PE/TE: Opportunities to address this activity may be found on the following pages: 252-256

Write a letter to the editor in response to an editorial or to an article of local or national importance.

PE/TE: Opportunities to address this activity may be found on the following pages: 54, 330, 448, 457, 560

Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

E1e: The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

The following pages refer to informational texts.

E1e.1: identifies the institutional context of the document;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 45, 252, 259, 319, 439, 550

Add'l TE: 557

E1e.2: identifies the sequence of activities needed to carry out a procedure;

PE/TE: Opportunity to address this Performance Benchmark may be found on the following page: 842

E1e.3: analyzes or uses the formatting techniques used to make a document user-friendly;

PE/TE: 852-853, 855-858, 857-859

E13.4: identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this Performance Benchmark may be found in other assignments based on informational texts.

Examples of activities through which students might produce evidence of familiarity with functional documents include:

Write a memo or conduct a briefing on procedures to be followed in a given situation.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Produce a manual setting out school rules.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to

address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Revise a set of instructions to improve their clarity.
The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Grade 8 - E2 Writing

Writing is a process through which a writer 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.

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 55, 89, 121, 160, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

E2a.2: develops a controlling idea that conveys a perspective on the subject;

PE/TE: 55, 89, 121, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

PE/TE: 55, 89, 121, 160, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

E2a.4: includes appropriate facts and details;

PE/TE: 55, 89, 121, 160, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540,

549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

E2a.5: excludes extraneous and inappropriate information;

PE/TE: 55, 89, 121, 160, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

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, and explaining benefits or limitations;

PE/TE: 55, 89, 121, 160, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

E2a.7: provides a sense of closure to the writing.

PE/TE: 55, 89, 121, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

Examples of reports include:

An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).

PE/TE: 318, 379, 506, 593, 798-805, 846, 849

Add'l TE: 367c-367d, 411, 497c-497d, 511, 561, 667, 678, 683

A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).

PE/TE: Opportunities to address this activity may be found on all report-writing pages: 55, 89, 121, 201, 258, 266, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367c-367d, 405, 411, 433, 438, 497c-497d, 573j, 667, 673, 678, 683

A chapter book.

PE/TE: Opportunities to address this activity may be found on most report-writing pages.

Add'l TE: 283i-283j

A multimedia presentation using research gained from print and other media sources.

PE/TE: 271, 582, 715, 797, 798-805, 846-849, 857-859

Add'l TE: 497c-497d

A report produced as part of studies in subjects such as science, social studies, and mathematics.

PE/TE: 55, 121, 160, 180, 201, 258, 271, 312, 318, 379, 388, 399, 458, 481, 506, 511, 540, 549, 561, 582, 593, 646, 658, 714-715, 731, 751, 783, 797, 798-805, 846-849

Add'l TE: 174, 227, 239, 346, 367d, 405, 411, 433, 438, 573j, 667, 673, 678, 683

A report of information on an item of personal interest or experience.

PE/TE: 312, 318, 506, 540, 646, 798-805, 846-849

Add'l TE: 367c-367d, 438, 497c-497d, 561, 667, 683

E2b: The student produces a response to literature that:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 62, 74-79, 88, 210-215, 249, 270, 295, 311, 330, 345, 360-365, 387, 404, 448, 457, 480, 490-495, 548, 560, 570, 592, 617, 628-633, 645, 657, 666, 672, 752-757

E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;

PE/TE: 62, 88, 210-215, 249, 270, 360-365, 387, 448, 457, 480, 490-495, 548, 570, 592, 617, 628-633, 666, 672, 752-757

Add'l TE: 38, 147i-147j, 156, 577

E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

PE/TE: 62, 88, 210-215, 249, 270, 360-365, 387, 448, 457, 480, 490-495, 548, 570, 592, 617, 628-633, 666, 672, 752-757

Add'l TE: 38, 147i-147j, 156, 577

E2b.4: demonstrates an understanding of the literary work.

PE/TE: 74-79, 88, 210-215, 249, 270, 311, 330, 345, 387, 404, 448, 457, 480, 490-495, 548, 560, 570, 592, 617, 628-633, 657, 666, 672, 752-757

Add'l TE: 100, 147i-147j, 156, 544, 577

E2b.5: anticipates and answers a reader's questions;

PE/TE: 210-215, 270, 345, 387, 480, 490-495, 570, 592, 617, 628-633, 666

E2b.6: provides a sense of closure to the writing.

PE/TE: 74-79, 88, 210-215, 270, 311, 330, 345, 387, 404, 448, 457, 480, 490-495, 548, 560, 570, 592, 617, 628-633, 645, 657, 666, 672, 752-757

Add'l TE: 100, 147i-147j, 156, 544, 577

Examples of responses to literature include:

A literary response paper.

PE/TE: 62, 74-79, 88, 210-215, 295, 345, 360-365, 448, 480, 490-495, 570, 592, 628-633, 666, 752-757

Add'l TE: 38, 100

A book or movie review.

PE/TE: Opportunities to address this activity may be found on the following pages: 210-215, 360-365, 628-633

A literary analysis paper.

PE/TE: 210-215, 360-365, 628-633

Add'l TE: 577

A comparison of a piece of literature with its media presentation.

PE/TE: Opportunities to address this activity may be found on the following pages: 63, 105, 540

Add'l TE: 503, 527, 644, 748

An interpretation of a narrative poem.

PE/TE: 548, 628-633

Add'l TE: 544

A pamphlet.

PE/TE: Opportunities to address this activity may be found on the following pages: 130, 312

A diary.

PE/TE: 249, 330, 404, 457, 560, 617, 645, 672

A newspaper or magazine article.

PE/TE: 54, 129, 200, 311, 387, 548, 657, 836, 837

E2c: The student produces a narrative account (fictional or autobiographical) that:

E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 226, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

E2c.2: 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 those events);

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

E2c.3: creates an organizing structure;

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 226, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

E2c.4: includes sensory details and concrete language to develop plot and character;

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 226, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

E2c.5: excludes extraneous details and inconsistencies;

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 226, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

E2c.6: develops complex characters;

PE/TE: 136-143, 272-279, 562-569, 836-837

Add'l TE: 289, 428, 465, 650, 661, 712

E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 226, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

E2c.8: provides a sense of closure to the writing.

PE/TE: 41, 54, 62, 104, 120, 129, 136-143, 173, 179, 200, 226, 238, 272-279, 311, 345, 378, 562-569, 657, 677, 836-837

Add'l TE: 289, 306, 337, 428, 465, 650, 661, 712, 765

Examples of narrative accounts include:

A biographical account.

PE/TE: 562-569, 593, 836-837

A problem-solution essay.

PE/TE: 412-419, 838, 841

A fiction or non-fiction story.

PE/TE: 272-279, 345, 677, 836-837

Add'l TE: 428, 465, 712

A personal narrative.

PE/TE: 41, 136-143, 173, 179, 238, 378, 836-837

Add'l TE: 289, 306, 650, 661, 765

A historical account.

PE/TE: 136-143, 836-837

A news account of an event, fiction or non-fiction.

PE/TE: 54, 129, 200, 311, 387, 548, 657, 836-837

E2d: The student produces a narrative procedure that:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

E2d.4: includes relevant information;

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

E2d.5 excludes extraneous information;

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader;

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

E2d.7: provides a sense of closure to the writing.

PE/TE: 368, 405, 842

Add'l TE: 218c-218d, 376, 423i-423j, 559, 769

Examples of narrative procedures include:

A set of rules for organizing a class meeting.

PE/TE: Opportunity to address this activity may be found on the following page: 842

A set of instructions for playing computer games.

TE: Opportunities to address this activity may be found on the following pages: 218c-218d, 423i-423j

A set of instructions for using media technology.

TE: Opportunities to address this activity may be found on the following pages: 218c-218d, 423i-423j

An explanation of a mathematical procedure.

PE/TE: Opportunities to address this activity may be found on the following pages: 55, 121, 250, 346, 433, 658, 796

Add'l TE: 28, 42, 296, 331, 423j

A report of information explaining steps and/or procedures for a familiar activity.

PE/TE: Opportunities to address this activity may be found on the following pages: 405, 842

Add'l TE: 218c-219d, 423i-423j

A storyboard.

PE/TE: 368

Add'l TE: 376, 559, 769

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.4: includes appropriate information and arguments;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.5: excludes information and arguments that are irrelevant;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.6: anticipates and addresses reader concerns and counter-arguments;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

E2e.8: provides a sense of closure to the writing.

PE/TE: 105, 201, 265, 412-419, 539, 598, 684-691, 750, 844-845

Add'l TE: 531

Examples of persuasive essays include:

A position paper.

PE/TE: 201, 412-419, 598, 684-691, 844-845

An evaluation of a product or policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 684-691, 844-845

An editorial on a current issue that uses reasoned arguments to support an opinion.

PE/TE: Opportunities to address this activity may be found on the following pages: 218, 684-691, 844-845

A speech for a candidate for school or public office.

PE/TE: Opportunities to address this activity may be found on the following pages: 531, 539, 684-691, 750, 844-845

A multimedia presentation based on a text read.

PE/TE: Opportunities to address this activity may be found on the following pages: 857-859

An informational web site.

PE/TE: Opportunities to address this activity may be found on the following pages: 850-851

A commercial script.

PE/TE: Opportunities to address this activity may be found on the following pages: 105, 645, 658, 684-691, 844-845

Grade 8 - 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.

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

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

PE/TE: 266, 593, 646

Add'l TE: 13i-13j, 63, 497d, 673

E3a.2: asks relevant questions;

PE/TE: 266, 593, 646

Add'l TE: 13i-13j, 63, 497d, 673

E3a.3: responds to questions with appropriate elaboration;

PE/TE: 266, 593, 646

Add'l TE: 13i-13j, 63, 497d, 673

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

PE/TE: 266, 593, 646

Add'l TE: 13i-13j, 63, 497d, 673

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

PE/TE: 266, 593, 646

Add'l TE: 13i-13j, 63, 497d, 673

Examples of one-to-one interactions include:

Book Talks with a teacher or parent;

PE/TE: Opportunities to address this activity can be found on all Responding Options pages: 27, 41, 54, 62, 88, 104, 120, 129, 134, 159, 173, 200,

226, 238, 239, 249, 257, 265, 270, 280, 295, 296, 311, 317, 330, 331, 345, 378, 387, 398, 404, 410, 411, 432, 437, 448, 457, 480, 505, 506, 510, 539, 548, 560, 581, 592, 598, 617, 649, 657, 666, 672, 677, 682

Analytical discussions of a movie or television program with a teacher or parent.

PE/TE: Opportunities to address this activity can be found on the following pages: 63, 105, 540; see also 145, 281, 378, 421

Add'l TE: 325, 503, 527, 644, 748

Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment or the status of a science project.

PE/TE: Opportunities to address this activity can be found on all Writing Workshop pages: 74-79, 136-143, 210-215, 272-279, 360-365, 412-419, 490-495, 562-569, 628-633, 684-691, 752-757, 798-805

Interviews with teachers or adults.

PE/TE: 266, 593, 646

Add'l TE: 13i-13j, 63, 497d, 673

Discussion with a teacher or parent about a portfolio of work.

PE/TE: Opportunities to address this activity can be found on the following pages: 145, 281, 421, 571, 693, 807

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

E3b.1: displays appropriate turn-taking behaviors;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.2: actively solicits another person's comment or opinion;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.3: offers own opinion forcefully without dominating;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.4: responds appropriately to comments and questions;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.6: gives reasons in support of opinions expressed;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

PE/TE: 27, 28, 29, 41, 42, 62, 77, 82, 83, 89, 90, 104, 105, 107, 141, 144, 159, 160, 173, 183, 200, 201, 213, 219, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 285, 295, 298, 312, 313, 317, 318, 319, 330, 346, 363, 378, 379, 380, 387, 388, 390, 399, 400, 404, 405, 417, 420, 425, 432, 439, 448, 450, 458, 481, 493, 498, 499, 505, 506, 507, 510, 511, 538, 540, 560, 567, 570, 575, 582, 592, 594, 598, 600, 617, 631, 645, 657, 658, 659, 666, 668, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

E3b.8: employs a group decision-making technique such as a brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

PE/TE: 27, 28, 41, 42, 62, 77, 89, 104, 105, 141, 144, 159, 160, 173, 200, 201, 213, 226, 238, 249, 250, 258, 265, 266, 271, 277, 280, 295, 312, 317, 318, 330, 346, 363, 378, 379, 387, 388, 399, 404, 405, 417, 420, 432, 448, 458, 481, 493, 498, 505, 506, 510, 511, 538, 540, 567, 582, 592, 598, 617, 631, 645, 657, 658, 666, 672, 673, 674, 678, 682, 683, 689, 730, 750, 755, 782, 796, 803

Add'l TE: 13i-13j, 81c-81d, 102, 115, 121, 130, 135, 147i-147j, 188, 218c-218d, 227, 239, 283i-283j, 292, 367c-367d, 376, 411, 423i-423j, 479, 497c-497d, 521, 531, 538, 547, 561, 573i-573j, 635c-635d, 665, 667, 695i-695j, 697, 718, 778

Examples of activities involving group meetings include:

Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)

PE/TE: 41, 89, 200, 201, 250, 265, 266, 312, 379, 405, 458, 511, 538, 582, 617, 683, 750

Add'l TE: 13i, 81c, 102, 130, 135, 147i, 188, 218c, 239, 283i, 367c, 423i, 497c, 531, 561, 573i, 635c, 667, 695i

Develop and negotiate a class rubric.

TE: 13j, 81d, 147j, 218d, 283j, 367d, 423j, 497d, 573j, 635d, 695j

Engage in classroom town meetings.

TE: Opportunities to address this activity can be found on the following pages: 635c-635d

Take part in book talks with other students.

PE/TE: Opportunities to address this activity can be found on all Responding Options pages: 27, 41, 54, 62, 88, 104, 120, 129, 134, 159, 173, 200, 226, 238, 239, 249, 257, 265, 270, 280, 295, 296, 311, 317, 330, 331, 345, 378, 387, 398, 404, 410, 411, 432, 437, 448, 457, 480, 505, 506, 510, 539, 548, 560, 581, 592, 598, 617, 649, 657, 666, 672, 677, 682

Work as part of a group to solve a complex mathematical task.

PE/TE: Opportunities to address this activity can be found on the following pages: 55, 121, 250, 346, 433, 658, 796

Add'l TE: 28, 42, 296, 331, 423j

Role-play to better understand a certain historical event.

PE/TE: 399; see also 14, 200, 280, 387, 405, 506, 617

Add'l TE: 188, 292, 538

Participate in peer writing response groups.

PE/TE: 77, 141, 213, 277, 363, 417, 493, 567, 631, 689, 755, 803

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

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

PE/TE: 55, 89, 250, 266, 296, 437, 449, 481, 539, 540, 549, 561, 581, 750

Add'l TE: 147i, 156, 180, 472, 531, 673, 738

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

PE/TE: 55, 89, 250, 266, 296, 437, 449, 481, 539, 540, 549, 561, 581, 750

Add'l TE: 147i, 156, 180, 472, 531, 673, 738

E3c.3: uses notes or other memory aids to structure the presentation;

PE/TE: 55, 89, 250, 266, 296, 437, 449, 481, 539, 540, 549, 561, 581, 750

Add'l TE: 147i, 156, 180, 472, 531, 673, 738

E3c.4: develops several main points relating to a single thesis;

PE/TE: 55, 89, 250, 266, 296, 437, 449, 481, 539, 540, 549, 561, 581, 750

Add'l TE: 147i, 156, 180, 472, 531, 673, 738

E3c.5: engages the audience with appropriate verbal cues and eye contact;
PE/TE: 55, 89, 250, 266, 296, 437, 449, 481, 539, 540, 549, 561, 581, 750
Add'l TE: 147i, 156, 180, 472, 531, 673, 738

E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.
PE/TE: 55, 89, 250, 266, 296, 437, 449, 481, 539, 540, 549, 561, 581, 750
Add'l TE: 147i, 156, 180, 472, 531, 673, 738

Examples of presentations include:

A presentation of project plans or a report for an Applied Learning project.

PE/TE: 55, 89, 266, 296, 437, 449, 481, 540, 549
Add'l TE: 147i, 156, 180, 472, 531, 673

A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

PE/TE: 561; see also 449
Add'l TE: 506

A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.

PE/TE: 296, 538, 581

A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.

TE: Opportunity to address this activity may be found on the following page: 531

A report that analyzes a trend running through several literary works.

PE/TE: Opportunities to address this activity may be found on the following pages: 144-145, 280-281, 420-421, 570-571, 692-693, 806-807

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

E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 216-217
Add'l TE: 325, 503, 644

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

PE/TE: 216-217, 540
Add'l TE: 325, 503, 527, 644, 748

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;

PE/TE: 216-217, 540
Add'l TE: 325, 503, 527, 644, 748

E3d.4: defines the role of advertising as part of media presentation.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 216-217
Add'l TE: 325

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

Present a paper or report on reasons for selecting one media choice over another.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Prepare a report on the benefits obtained (including information learned) from media exposure.

PE/TE: Opportunities to address this activity may be found on the following pages: 216-217
Add'l TE: 325

Summarize patterns of media exposure in writing or in oral reports.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Analyze the appeal of popular television shows and films for particular audiences.

PE/TE: 540
Add'l TE: 503, 527, 644, 748

Describe the appeal of particularly memorable commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 216-217

Explain the use of "propaganda techniques" (e.g., bandwagon, glittering generalities, celebrity) in television commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 216-217

Grade 8 - E4 Conventions, Grammar, and Usage of the English Language

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.

E4a: The student 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:

E4a.1: grammar;

PE/TE: 75, 79, 211, 215, 361, 419, 495, 629,

633, 691, 863-869, 870-877, 878-882, 883-886

Add'l TE: 22, 49, 87, 97, 110, 168, 223, 233, 247, 288, 302, 323, 339, 375, 386, 396, 444, 452, 477, 534, 586, 654, 664, 703, 722, 742, 771, 789

E4a.2: paragraph structure;

PE/TE: 213

E4a.3: punctuation;

PE/TE: 143, 365, 631, 753, 891-899

Add'l TE: 34, 61, 152, 233, 323, 431, 603, 641, 742

E4a.4: sentence construction;

PE/TE: 79, 215, 365, 493, 569, 860-862

Add'l TE: 49, 61, 187, 223, 233, 288, 339, 452, 534, 789

E4a.5: spelling;

TE: 26, 40, 53, 103, 118, 157, 172, 199, 225, 237,

248, 256, 294, 310, 329, 343, 377, 427, 445, 455,

463, 523, 555, 588, 608, 643, 655, 662, 704, 727,

736, 764, 786

E4a.6: usage.

PE/TE: 79, 143, 215, 365, 419, 495, 629, 631,

633, 691, 753, 805, 860-862, 863-869, 870-877,

878-882, 883-886, 887-890, 891-899

Add'l TE: 34, 61, 152, 187, 233, 247, 288, 323, 375, 396, 431, 444, 477, 534, 586, 603, 641, 654, 664, 703, 722, 742, 771, 789

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.

PE/TE: All writing assignments may be used to demonstrate this activity. See especially all Writing Workshop pages: 77-79, 140-143, 213-

215, 276-279, 363-365, 416-419, 493-495, 566-569, 631-633, 688-691, 755-757, 802-805

Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.

PE/TE: 79, 143, 215, 279, 365, 419, 495, 569,

633, 691, 805, 824-825

Observe conventions of language during formal oral presentations.

PE/TE: Opportunities to address this activity may be found with all speaking activities and on the following pages: 78-79, 142-143, 214-215, 278-279, 364-365, 418-419, 494-495, 568-569, 632-633, 690-691, 756-757, 804-805

Revise a piece of writing by combining sentences.

PE/TE: 79, 365, 493, 569

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:

E4b.1: adding or deleting details;

PE/TE: 75, 78, 140-142, 213-214, 275, 277-278,

363-364, 417-418, 491, 565, 567-568, 632, 754-

755, 800-803, 831-834

E4b.2: adding or deleting explanations;

PE/TE: 78, 140-142, 213-214, 275, 277-278,

363-364, 417-418, 565, 567-568, 632, 689, 754-

755, 800-803, 831-834

E4b.3: clarifying difficult passages;

PE/TE: 75, 78, 140-142, 213-214, 275, 277-278,

363-364, 417-418, 491, 565, 567-568, 632, 754-

755, 800-803, 831-834

E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;

PE/TE: 141, 213-214, 275, 277-278, 363-364,

417-418, 689, 754-755, 802-803, 827-829

E4b.5: sharpening the focus;
PE/TE: 77, 214, 417, 493, 567, 689, 802-803, 826-827

E4b.6: reconsidering the organizational structure.
PE/TE: 141, 213, 275, 689, 802-803

Examples of activities through which students might produce evidence of analyzing and revising work include:

Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.

PE/TE: 77-78, 141-142, 214, 277-278, 364, 416-418, 493-494, 568-569, 631-632, 688-690, 755-756, 804-805, 822-823

Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.

PE/TE: 77-78, 141-142, 213-214, 276-278, 363-364, 416-418, 493-494, 566-568, 631-632, 688-690, 755-756, 802-804, 823-824

Describe the reasons for stylistic choices made as a writer or presenter.

PE/TE: 77-78, 142-143, 213-214, 276-278, 364, 416-418, 493-494, 566-568, 631-632, 688-690, 755-756, 802-804

Critique the writing or oral presentation of a peer.

PE/TE: 77, 141, 213, 277, 363, 416-417, 493, 567, 631, 689, 755, 803, 822-823

Grade 8 - E5 Literature

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

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

E5a.1: identifies recurring themes across works;

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See especially the following pages for examples: 17-26, 29-40, 45-53, 57-61; 83-87, 90-103, 107-118, 125-128, 131-133, 144; 149-157, 158, 161-172, 175-178, 183-199, 280; 285-294, 298-310, 313-316, 319-329, 332-343; 499-504, 507-509, 512-538, 542-546, 550-558; 637-643, 648-656, 659-665, 668-671, 674-676, 679-681; 734-739, 740-741, 742-744, 745-749

E5a.2: interprets the impact of authors' decisions regarding word choice and content, and literary elements;

PE/TE: 27, 41, 62, 74-79, 87, 88, 104, 121, 159, 173, 179, 226, 238, 249, 345, 360-365, 378, 387, 433, 510, 540, 618

Add'l TE: 20, 22, 23, 24, 32, 33, 37, 38, 39, 60, 92, 94, 97, 98, 99, 103, 113, 114, 117, 151, 154, 155, 156, 177, 191, 193, 195, 196, 220, 222, 242, 244, 247, 290, 292, 293, 324, 335, 342, 383, 384, 385, 392, 393, 394, 461, 463, 466, 476, 477, 515, 517, 521, 524, 525, 527, 528, 608, 610, 611, 652, 775, 778, 779-792

E5a.3: identifies the characteristics of literary forms and genres;

PE/TE: 15-16, 43-44, 54, 90, 123-124, 129, 181-182, 200, 238, 257, 265, 296, 330, 398, 448, 457, 459, 505, 548, 560, 570, 646

Add'l TE: 59, 92, 94, 97, 103, 109, 126, 165, 186, 189, 254, 255, 262, 263, 336, 384, 465, 466, 476, 502, 504, 699, 718, 724, 736, 743, 769

E5a.4: evaluates literary merit;

PE/TE: 121, 160, 227, 331, 360-365, 506, 570, 667, 673, 692; see also all Responding Options pages: 27, 41, 54, 62, 88, 104, 120, 129, 134, 159, 173, 200, 226, 238, 239, 249, 257, 265, 270, 280, 295, 296, 311, 317, 330, 331, 345, 378, 387, 398, 404, 410, 411, 432, 437, 448, 457, 480, 505, 506, 510, 539, 548, 560, 581, 592, 598, 617, 649, 657, 666, 672, 677, 682

E5a.5: identifies the effect of point of view;

PE/TE: 41, 74-79, 159, 280, 296, 581

Add'l TE: 33, 38, 154, 155, 260, 262, 288, 324, 546, 650

E5a.6: analyzes the reasons for character's actions, taking into account the situation and basic motivation of the character;

PE/TE: 271, 285, 378, 481, 540, 550, 571, 618, 807

Add'l TE: 23, 24, 32, 37, 39, 98, 155, 190, 191, 193, 195, 196, 222, 223, 225, 322, 323, 324, 328, 470, 475, 515, 517, 521, 524, 525, 536, 558, 577, 580, 590, 604, 614, 722

E5a.7: identifies stereotypical characters as opposed to fully developed characters;

PE/TE: 238, 481, 507

Add'l TE: 94, 461, 466, 509, 553, 554, 591

E5a.8: identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description;

PE/TE: 17, 57, 62, 90, 125, 126, 131, 210-215, 311, 313, 369, 400, 410, 437, 575, 592, 598, 646, 657, 679

Add'l TE: 34, 59, 60, 111, 116, 118, 127, 128, 132, 133, 134, 164, 165, 166, 169, 170, 173, 177, 178, 185, 230, 232, 233, 236, 242, 246, 247, 268, 269, 289, 301, 302, 303, 309, 314, 317, 325, 337, 340, 371, 372, 373, 374, 376, 402, 403, 407, 408, 428, 430, 431, 435, 436, 446, 501, 503, 523, 528, 531, 533, 535, 544, 545, 546, 585, 594, 641, 642, 650, 661, 662, 663, 680, 681, 702, 703, 706, 708, 719, 725, 726, 735, 738, 766, 773, 775, 778, 779, 790

E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.

PE/TE: All selections in *The Language of Literature* may be used to meet this Performance Benchmark. For direct instruction in making inferences and drawing conclusions, see 513

Add'l TE: 21, 334

Examples of activities through which students might produce evidence of responding to literature include: Analyze stereotypical characters in a popular television production.

PE/TE: Opportunities to address this activity may be found on the following pages: 238, 481, 507

Add'l TE: 94, 461, 466, 509, 553, 554, 591

Examine themes in the work (fiction or non-fiction) of one popular young-adult author.

PE/TE: Opportunities to address this activity may be found on the following pages: 17-26, 203-209, 637-643, 648-656

Add'l TE: See also all Literary Connections recommendations: 13e, 147e, 283e, 423e, 573e, 695e

Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.

PE/TE: 202, 239, 250, 296, 378, 388, 404, 420, 481, 618, 646, 672, 692

Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.

PE/TE: 125, 129, 131, 134, 179, 267, 270, 313, 317, 410, 411, 437, 549, 594, 598, 677, 682, 683, 692; see also 628-633

Add'l TE: 127, 132, 133, 177, 268, 269, 407, 408, 675

Write or perform a skit based on a story.

PE/TE: 28, 200, 250, 345, 399, 404, 458, 481, 506, 730, 752-757

Add'l TE: 340, 656

Write a parody.

PE/TE: Opportunities to address this activity may be found on the following pages: 54, 62, 104, 120, 129, 134, 173, 179, 226, 238, 270, 272-279, 295, 317, 410, 448, 505, 548, 598, 617, 645, 666, 677, 678, 682

Speculate about point of view in a work read by the class.

PE/TE: 41, 74-79, 159, 280, 296, 581

Add'l TE: 33, 38, 154, 155, 260, 262, 288, 324, 546, 650

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

PE/TE: 27, 28, 41, 54, 62, 88, 104, 120, 129, 134, 136-143, 173, 179, 200, 226, 238, 249, 270, 272-279, 295, 317, 330, 345, 378, 404, 410, 448, 457, 458, 505, 506, 548, 560, 592, 598, 617, 645, 666, 672, 677, 678, 682, 730, 752-757

Add'l TE: 656

Examples of literary genres include:

A personal essay.

PE/TE: 41, 88, 136-143, 378

A short story.

PE/TE: 54, 104, 120, 238, 272-279, 505, 677

A short play.

PE/TE: 28, 200, 345, 378, 404, 458, 506, 730, 752-757

Add'l TE: 656

A poem.

PE/TE: 62, 129, 134, 173, 179, 226, 270, 295, 317, 410, 448, 548, 598, 617, 645, 666, 678, 682

A vignette.

PE/TE: 27, 179, 200, 238, 249, 295, 330, 404, 448, 457, 560, 592, 617, 64

Grade 9

Grade 9 - 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.

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 of grade nine (1000L-1200L). 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.

All reading selections may be used to teach this Content Standard. See especially the following pages for examples.

Traditional and contemporary fiction and non-fiction:

PE/TE: 17-24, 27-36, 52-59, 62-75, 79-81, 91-102, 106-116, 145-151, 177-192, 215-229, 233-243, 282-290, 293-302, 316-319, 323-325, 339-355, 364-377, 401-403, 413-425, 429-434, 437-440, 452-459, 462-467, 585-594, 605-617, 618-619, 644-647, 657-665, 669-677, 688-695, 713-720, 756-765, 775-782, 787-806, 809-814, 817-827, 830-833

Different literary forms and writers:

- Fiction

PE/TE: 17-24, 27-36, 39-47, 91-102, 106-116, 127-141, 154-163, 177-192, 196-205, 215-229, 233-243, 316-319, 339-355, 364-377, 413-425, 452-459, 585-594, 598-602, 605-617, 644-647, 657-665, 680-684, 688-695, 775-782, 787-806, 817-827, 830-833

- Poetry

PE/TE: 47, 59, 122-124, 142, 151, 192, 205, 208-212, 359-361, 380-382, 398, 425, 443-448, 486-505, 508-517, 520-529, 532, 544-566, 570, 622-624, 698, 720, 724-729, 732-734

- Drama

PE/TE: 255-278, 385-397, 627-640, 737-753

Add'l TE: See also all Literary Connections recommendations: 13e, 175e, 337e, 479e, 583e, 711e

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

Maintain an annotated list of works read.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 175e, 337e, 479e, 583e, 711e

Generate a reading log or journal.

PE/TE: 5, 27, 37, 60, 62, 76, 103, 106, 117, 125, 127, 143, 193, 196, 206, 215, 230, 255, 279, 282, 291, 303, 314, 321, 356, 362, 365, 378, 380, 383, 413, 426, 435, 437, 441, 444, 460, 506, 518, 543, 567, 596, 603, 606, 622, 625, 627, 641, 657, 666, 667, 678, 686, 696, 721, 730, 735, 754, 784, 787, 807, 809, 815

Add'l TE: 828

Participate in formal and informal book talks.

PE/TE: See all Responding Options pages: 25, 37, 48, 49, 60, 76, 103, 117, 123, 125, 143, 144, 152, 172, 193, 194, 195, 206, 207, 213, 230, 231, 279, 280, 291, 303, 304, 314, 315, 321, 334-335, 356, 357, 362, 378, 379, 383, 399, 426, 435, 441, 449, 450, 460, 476-477, 506, 518, 530, 567, 580-581, 596, 603, 620, 625, 626, 641, 642, 666, 678, 686, 696, 697, 708-709, 721, 730, 735, 754, 784, 807, 815, 828, 842-843

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:

E1b.1 makes and supports warranted and responsible assertions about the texts;

PE/TE: 25, 37, 48, 49, 60, 76, 82-87, 103, 117, 123, 125, 127, 143, 144, 152, 172-173, 193, 194, 195, 206, 207, 210, 213, 214, 230, 231, 244-249, 279, 280, 291, 303, 304, 314, 315, 321, 322, 334-335, 356, 357, 360, 362, 378, 379, 381, 383, 399, 404-409, 426, 427, 435, 441, 442, 446, 449, 450, 460, 476-477, 506, 518, 530, 534-539, 567, 568, 580-581, 596, 603, 620, 625, 626, 641, 642, 648-653, 666, 678, 686, 696, 697, 708-709, 721, 727, 730, 733, 735, 754, 784, 807, 815, 828, 829, 842-843

Add'l TE: 20, 22, 23, 24, 30, 31, 32, 33, 34, 35, 36, 43, 44, 45, 46, 55, 56, 58, 66, 67, 68, 69, 70, 71, 72, 93, 94, 95, 96, 97, 98, 100, 101, 108, 109, 110, 111, 113, 114, 115, 116, 124, 130, 131, 132, 133, 134, 136, 138, 140, 147, 149, 150, 151, 179, 180, 181, 182, 183, 185, 186, 187, 188, 189, 190, 191, 198, 200, 202, 204, 218, 220, 222, 224, 226, 227, 228, 258, 259, 260, 261, 262, 264, 266, 268, 270, 272, 274, 276, 277, 284, 285, 286, 287, 288, 289, 295, 296, 297, 298, 302, 306, 307, 308, 309, 310, 311, 312, 318, 342, 343, 344, 346, 347, 348, 349, 351, 352, 361, 368, 370, 371, 373, 375, 376, 382, 388, 389, 390, 392, 393, 395, 396, 416, 417, 418, 419, 420, 422, 423, 424, 425, 432, 433, 439, 440, 447, 448, 454, 455, 458, 488, 489, 491, 492, 494, 495, 496, 498, 499, 500, 503, 510, 512, 513, 514, 516, 525, 527, 528, 529, 546, 548, 549, 552, 554, 555, 557, 558, 566, 587, 588, 590, 591, 592, 593, 594, 600, 601, 608, 609, 610, 612, 615, 616, 617, 624, 630, 632, 633, 634, 635, 636, 637, 638, 640, 659, 660, 664, 665, 672, 673, 674, 676, 682, 684, 690, 692, 693, 694, 717, 718, 719, 726, 728, 729, 739, 740, 741, 742, 746, 747, 748, 749, 751, 777, 778, 779, 780, 782, 789, 790, 791, 792, 794, 795, 797, 798, 799, 800, 801, 802, 803, 805, 806, 811, 812, 820, 822, 824, 826, 827

E1b.2 supports assertions with elaborated and convincing evidence;

PE/TE: 25, 37, 48, 49, 60, 76, 82-87, 103, 117, 123, 125, 127, 143, 144, 152, 172-173, 193, 194, 195, 206, 207, 210, 213, 214, 230, 231, 244-249, 279, 280, 291, 303, 304, 314, 315, 321, 322, 334-335, 356, 357, 360, 362, 378, 379, 381, 383, 399, 404-409, 426, 427, 435, 441, 442, 446, 449, 450, 460, 476-477, 506, 518, 530, 534-539, 567, 568, 580-581, 596, 603, 620, 625, 626, 641, 642, 648-653, 666, 678, 686, 696, 697, 708-709, 721, 727, 730, 733, 735, 754, 784, 807, 815, 828, 829, 842-843

Add'l TE: 20, 22, 23, 24, 30, 31, 32, 33, 34, 35, 36, 43, 44, 45, 46, 55, 56, 58, 66, 67, 68, 69, 70, 71, 72,

93, 94, 95, 96, 97, 98, 100, 101, 108, 109, 110, 111, 113, 114, 115, 116, 124, 130, 131, 132, 133, 134, 136, 138, 140, 147, 149, 150, 151, 179, 180, 181, 182, 183, 185, 186, 187, 188, 189, 190, 191, 198, 200, 202, 204, 218, 220, 222, 224, 226, 227, 228, 258, 259, 260, 261, 262, 264, 266, 268, 270, 272, 274, 276, 277, 284, 285, 286, 287, 288, 289, 295, 296, 297, 298, 302, 306, 307, 308, 309, 310, 311, 312, 318, 342, 343, 344, 346, 347, 348, 349, 351, 352, 361, 368, 370, 371, 373, 375, 376, 382, 388, 389, 390, 392, 393, 395, 396, 416, 417, 418, 419, 420, 422, 423, 424, 425, 432, 433, 439, 440, 447, 448, 454, 455, 458, 488, 489, 491, 492, 494, 495, 496, 498, 499, 500, 503, 510, 512, 513, 514, 516, 525, 527, 528, 529, 546, 548, 549, 552, 554, 555, 557, 558, 566, 587, 588, 590, 591, 592, 593, 594, 600, 601, 608, 609, 610, 612, 615, 616, 617, 624, 630, 632, 633, 634, 635, 636, 637, 638, 640, 659, 660, 664, 665, 672, 673, 674, 676, 682, 684, 690, 692, 693, 694, 717, 718, 719, 726, 728, 729, 739, 740, 741, 742, 746, 747, 748, 749, 751, 777, 778, 779, 780, 782, 789, 790, 791, 792, 794, 795, 797, 798, 799, 800, 801, 802, 803, 805, 806, 811, 812, 820, 822, 824, 826, 827

E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;

PE/TE: 49, 77, 117, 125, 143, 172-173, 193, 194, 206, 207, 213, 303, 315, 321, 334-335, 356, 362, 363, 379, 383, 399, 426, 428, 442, 449, 450, 476-477, 518, 530, 596, 642, 667, 697, 708-709, 730, 735, 842-843

Add'l TE: 510, 512, 549

E1b.4 makes perceptive and well developed connections;

Personal connections:

PE/TE: 25, 27, 37, 48, 60, 69, 73, 74, 76, 103, 108, 117, 123, 125, 143, 144, 152, 172, 193, 194, 206, 210, 213, 230, 244-249, 279, 291, 303, 314, 321, 334, 356, 357, 360, 369, 378, 383, 399, 417, 426, 435, 449, 460, 476, 506, 518, 530, 727, 730, 733, 735, 754, 784, 807, 815, 828, 842

Connections to other texts and other subject areas:

PE/TE: 26, 49, 61, 77, 103, 108, 117, 125, 143, 153, 172-173, 193, 194, 206, 207, 213, 231, 232, 281, 292, 303, 315, 321, 334-335, 357, 357, 362, 363, 379, 383, 399, 426, 428, 436, 442, 449, 450, 461, 476-477, 507, 530, 531, 596, 621, 626, 642, 667, 679, 687, 697, 708-709, 722, 730-731, 735, 736, 755, 785, 808, 816, 829, 842-843

Add'l TE: 38, 214, 400, 821

E1b.5 evaluates writing strategies and elements of the author's craft.

PE/TE: 76, 77, 104, 118, 125, 143, 152, 172-173, 194, 195, 206, 207, 213, 214, 231, 232, 244-249, 280, 291, 304, 315, 321, 322, 335, 356, 357, 362, 378, 379, 383, 399, 427, 435, 449, 450, 460, 477, 507, 568, 596, 603, 620, 625, 626, 642, 648-653, 667, 678, 687, 696, 708-709, 722, 731, 736, 754, 785, 815, 821, 828, 829, 842-843

Add'l TE: 30, 46, 55, 58, 66, 68, 71, 110, 114, 124, 132, 134, 136, 138, 140, 179, 182, 191, 200, 202, 204, 225, 226, 228, 260, 284, 288, 295, 296, 311, 312, 343, 348, 349, 352, 371, 396, 491, 513, 552, 557, 587, 633, 660, 672, 694, 726, 729, 794, 797

Examples of activities through which students might produce evidence of reading comprehension include: Write a saturation report (a report that recounts information on a topic gathered by a student over a period of time.)

PE/TE: Opportunities to address this activity may be found on the following pages: 26, 104, 118, 144, 153, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 722, 731, 736, 785, 808, 816, 829

Add'l TE: 38, 49, 214, 400

Construct a book review.

PE/TE: 648-653

Construct a review of two works by the same author.

PE/TE: Opportunities to address this activity may be found on the following pages: 724-727, 731, 775-782, 786

Produce a literary response paper.

PE/TE: 82-87, 117, 244-249, 404-409, 460, 534-539, 648-653, 766-771, 815

Add'l TE: 30, 309, 729, 747, 797

Produce a research report.

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

Participate in formal or informal book talks; e.g. Socratic seminar and literature circles.

PE/TE: See all Responding Options pages: 25, 37, 48, 49, 60, 76, 103, 117, 123, 125, 143, 144, 152, 172, 193, 194, 195, 206, 207, 213, 230, 231, 279, 280, 291, 303, 304, 314, 315, 321, 334-335, 356, 357, 362, 378, 379, 383, 399, 426, 435, 441, 449, 450, 460, 476-477, 506, 518, 530, 567, 580-581, 596, 603, 620, 625, 626, 641, 642, 666, 678, 686, 696, 697, 708-709, 721, 730, 735, 754, 784, 807, 815, 828, 842-843

Create an annotated book list organized according to author, theme, or genre.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 175e, 337e, 479e, 583e, 711e

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1 restates or summarizes information;

PE/TE: 26, 60, 76, 152, 164-171, 291, 292, 303, 328-333, 435, 436, 441, 442, 655, 678, 700-707, 721, 815, 816, 886-889

Add'l TE: 13i, 58, 72, 150, 175i, 284, 337i, 479i, 583i, 619, 677

E1c.2 relates new information to prior knowledge or experience;

PE/TE: 60, 76, 77, 152, 164-171, 291, 302, 326-333, 435, 436, 441, 442, 655, 678, 700-707, 721, 815

Add'l TE: 13i, 175i, 337i, 479i, 583i

E1c.3 extends ideas;

PE/TE: 60, 76, 77, 152, 164-171, 291, 292, 303, 435, 436, 441, 442, 655, 678, 700-707, 721, 815, 816, 886-889

Add'l TE: 13i, 175i, 337i, 479i, 583i

E1c.4 makes a connection to related topics or information.

PE/TE: 26, 60, 61, 77, 153, 164-171, 292, 436, 442, 700-707, 722, 816, 886-889

Add'l TE: 175i, 337i, 479i, 583i, 679

Examples of activities through which students might produce evidence of reading informational materials include:

Use information to support or enhance a project.

PE/TE: 26, 77, 153, 164-171, 292, 303, 436, 442, 655, 700-707, 722, 816, 886-889

Add'l TE: 13i, 175i, 337i, 479i, 583i, 619, 679

Write a report of information that draws from multiple sources.

PE/TE: 26, 77, 153, 164-171, 292, 436, 442, 700-707, 816, 885-889

Add'l TE: 13i, 175i, 337i, 479i, 583i, 679

Incorporate expert opinions into a speech or position paper.

PE/TE: 77, 153, 164-171, 326-333, 436, 442, 884-885

Add'l TE: 13i, 175i, 679

Use informational materials to reach a conclusion regarding a controversial topic.

PE/TE: 26, 164-171, 303, 326-333, 436, 655

Use information to support or enhance a project.

PE/TE: 26, 77, 153, 164-171, 292, 303, 436, 442, 655, 700-707, 722, 816, 886-889

Add'l TE: 13i, 175i, 337i, 479i, 583i, 619, 679

Develop a portfolio of materials regarding a student's hobby or personal interest.

PE/TE: Opportunities to address this activity may be found on the following pages: 173, 335, 477, 581, 709, 843

Summarize key points and issues of an historical or artistic exhibit.

PE/TE: Opportunities to address this activity may be found on the following pages: 26, 60, 76, 152, 164-171, 291, 292, 303, 328-333, 435, 436, 441, 442, 655, 678, 700-707, 721, 815, 816, 886-889

Add'l TE: 13i, 58, 72, 150, 175i, 284, 337i, 479i, 583i, 619, 677

Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

PE/TE: Opportunities to address this activity may be found on the following pages: 164-171, 292, 436, 700-707, 886-889

Grade 9 - E2 Writing

Writing is a process through which a writer 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

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

E2a.2 develops a controlling idea that conveys a perspective on the subject;

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

E2a.4 includes appropriate facts and details;

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

E2a.5 excludes extraneous and inappropriate information;

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

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;

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

E2a.7 provides a sense of closure to the writing.

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

Examples of reports include:

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).

PE/TE: Opportunities to address this activity may be found on the following pages: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time.)

PE/TE: Opportunities to address this activity may be found on the following pages: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

A report produced as part of studies in subjects such as science, social studies, and mathematics.

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

An informal research paper.

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

An investigative report.

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

A report of information on an item of personal interest or experience.

PE/TE: 26, 104, 118, 144, 153, 164-171, 207, 281, 292, 357, 379, 428, 436, 442, 461, 507, 519, 604, 621, 626, 667, 679, 697, 700-707, 722, 731, 736, 785, 808, 816, 829, 886-889

Add'l TE: 38, 49, 175i, 214, 337i, 400, 479i

E2b: The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 30, 41, 81, 312, 354, 600, 602, 729, 747

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 30, 41, 81, 312, 354, 600, 602, 729, 747

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 30, 41, 81, 312, 354, 600, 602, 729, 747

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 30, 41, 81, 312, 354, 600, 602, 729, 747

E2b.5 anticipates and answers a reader's questions;

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 41, 81, 312, 354, 600, 602, 729, 747

E2b.6 recognizes possible ambiguities, nuances, and complexities;

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 41, 81, 312, 354, 600, 602, 729, 747

E2b.7 provides a sense of closure to the writing.

PE/TE: 82-87, 152, 172, 173, 244-249, 303, 314, 334, 335, 356, 378, 383, 404-409, 426, 435, 460, 476, 530, 580, 581, 603, 650-653, 708, 709, 721, 730, 735, 784, 815, 828, 843, 878-883

Add'l TE: 41, 81, 312, 354, 600, 602, 729, 747

Examples of responses to literature include:

An evaluation of a piece of literature or several pieces of literature.

PE/TE: 172, 244-249, 303, 334, 476, 580, 650-653, 815, 843

Add'l TE: 729

A comparison of a piece of literature with its media (video, tape, radio, television, ballet, artistic) presentation.

PE/TE: Opportunities to address this activity may be found on the following pages: 103, 193

Add'l TE: 185

A personal response to a literary work.

PE/TE: 172, 244-249, 334, 356, 378, 383, 404-409, 426, 435, 460, 476, 518, 596, 603, 620, 625, 650-653, 666, 678, 721

Add'l TE: 81, 600, 602

An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.

PE/TE: All fiction reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 175e, 337e, 479e, 583e, 711e

An evaluation of the role played by setting or character in novel.

PE/TE: Opportunities to address this activity may be found on the following pages: 82-87, 172, 304, 365, 580, 708

Add'l TE: 30; see also all Literary Connections recommendations: 13e, 175e, 337e, 479e, 583e, 711e

An analysis of the effect of a minor character on the plot of a novel.

PE/TE: Opportunities to address this activity may be found on the following pages: 365, 708

An explanation or interpretation of a recurring motif in a novel, short story, or a play.

PE/TE: 172, 404-409; additional opportunities to address this activity may be found in all short stories and dramas. See for example 39-47, 91-102, 106-116, 233-243, 255-278, 339-355, 385-397, 413-425, 585-594, 627-640, 657-665, 737-753, 775-782, 817-827

Add'l TE: 729

A comparison of two literary works.

PE/TE: 172; see also all Literary Links: 49, 77, 103, 117, 194, 207, 315, 363, 379, 428, 442, 449, 450, 530, 626, 642, 667, 697, 730

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 179, 285, 456, 645, 695, 711i, 832

E2c.2 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);

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 179, 285, 456, 645, 695, 711i, 832

E2c.3 creates an organizing structure;

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 285, 456, 645, 695, 711i, 832

E2c.4 includes sensory details and concrete language to develop plot and character;

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 179, 285, 456, 645, 695, 711i, 832

E2c.5 excludes extraneous details and inconsistencies;

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 179, 285, 456, 645, 695, 711i, 832

E2c.6 develops complex characters;

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 285, 456, 645, 695, 711i, 832

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;

PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877

Add'l TE: 101, 157, 179, 285, 456, 645, 695, 711i, 832

E2c.8 provides a sense of closure to the writing.
PE/TE: 76, 143, 152, 193, 206, 314, 378, 399, 435, 441, 468-475, 506, 518, 536-539, 598, 604, 641, 686, 735, 768-771, 807, 834-841, 876-877
Add'l TE: 101, 157, 285, 456, 645, 695, 711i, 832

Examples of narrative accounts include:
A biographical account.
PE/TE: 441

A fiction or non-fiction story.
PE/TE: 76, 143, 152, 193, 206, 378, 435, 506, 518, 604, 641, 735, 834-841, 876-877
Add'l TE: 101, 157, 179, 645, 665, 695, 711i, 832

A personal narrative.
PE/TE: 76, 152, 193, 314, 468-475, 598, 686
Add'l TE: 101, 179, 285, 456

A narrative poem or song based on a hero.
PE/TE: Opportunities to address this activity may be found on the following pages: 37, 125, 143, 213, 321, 362, 399, 506, 625, 721, 735

An historical account.
PE/TE: Opportunities to address this activity may be found on the following pages: 518, 807

A parody of a particular narrative style; e.g. fable, soap opera.
PE/TE: 536-539

A response to an autobiographical incident prompt.
PE/TE: 468-475

E2d: The student produces a narrative procedure that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
PE/TE: 125, 206, 356, 882

E2d.2 provides a guide to action 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;
PE/TE: 125, 206, 356, 882

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 895-896

E2d.4 includes relevant information;
PE/TE: 125, 206, 356, 882

E2d.5 excludes extraneous information;
PE/TE: 125, 206, 356, 882

E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;
PE/TE: 125, 206, 356, 882

E2d.7 provides a sense of closure to the writing.
PE/TE: 125, 206, 356, 882

Examples of narrative procedures include:
A set of rules for organizing a class meeting.
PE/TE: Opportunities to address this activity may be found on the following pages: 125, 206, 356

A set of instructions for playing computer games.
PE/TE: Opportunity to address this activity may be found on the following page: 125

A set of instructions for using media technology.
PE/TE: Opportunity to address this activity may be found on the following page: 125

A report of a mathematical investigation.
PE/TE: Opportunities to address this activity may be found on the following pages: 125, 206, 356

A set of instructions for evaluating searches on the web.
PE/TE: Opportunities to address this activity may be found on the following pages: 125, 206, 356

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
PE/TE: 231, 326-333, 884-885
Add'l TE: 44, 49, 287

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;
PE/TE: 231, 326-333, 884-885
Add'l TE: 44, 49, 287

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;
PE/TE: 231, 326-333, 884-885
Add'l TE: 44, 49, 287

E2e.4 includes appropriate information and arguments;
PE/TE: 231, 326-333, 884-885
Add'l TE: 44, 49, 287

E2e.5 excludes information and arguments that are irrelevant;

PE/TE: 231, 326-333, 884-885

Add'l TE: 44, 49, 287

E2e.6 anticipates and addresses reader concerns and counter-arguments;

PE/TE: 231, 326-333, 884-885

Add'l TE: 44, 49, 287

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

PE/TE: 231, 326-333, 884-885

Add'l TE: 44, 49, 287

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

PE/TE: 231, 326-333, 884-885

Add'l TE: 44, 49, 287

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

PE/TE: 231, 326-333, 884-885

Add'l TE: 44, 49, 287

Examples of persuasive essays include:

A position paper.

PE/TE: 326-333, 884-885

A problem-solution paper.

Add'l TE: 881

An opening statement for a debate.

PE/TE: Opportunities to address this activity may be found on the following pages: 326-333, 884-885

Add'l TE: 287

An evaluation of a product or a policy.

Add'l TE: Opportunity to address this activity may be found on the following page: 287

A critique of a public policy.

PE/TE: : Opportunity to address this activity may be found on the following page: 231

An editorial on a current issue that uses reasoned arguments to support an opinion.

PE/TE: : Opportunity to address this activity may be found on the following page: 231

E2f: The student produces a reflective essay that:

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

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

E2f.2 analyzes a condition or situation of significance;

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

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

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

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

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

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

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

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

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

Examples of reflective essays include:

An analysis of the significance of a proverb or quotation.

PE/TE: 117

A report about a concrete occasion and its implications over time.

PE/TE: 25, 696

Add'l TE: 81

An essay comparing a school issue to broader societal concerns.

Add'l TE: 422

A paper explaining how some experiences, conditions, or concerns have universal significance.

PE/TE: 143

Add'l TE: 422

An essay evaluating a portfolio to be submitted.

Add'l TE: 173, 335, 477, 581, 708, 843

A comparison of a scene from a work of fiction with a lesson learned from a personal experience.

Add'l TE: 422

A paper about a common childhood experience from a more adult perspective.

PE/TE: 117, 173

Add'l TE: 81

Grade 9 - 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.

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

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

PE/TE: 77, 166, 167, 194, 328, 363, 442, 722

Add'l TE: 80, 175i, 693

E3a.2 asks relevant questions;

PE/TE: 77, 166, 167, 194, 328, 363, 442, 722

Add'l TE: 80, 175i, 693

E3a.3 responds to questions with appropriate elaboration;

PE/TE: 77, 166, 167, 194, 328, 363, 442, 722

Add'l TE: 80, 175i, 693

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

PE/TE: 77, 166, 167, 194, 328, 363, 442, 722

Add'l TE: 80, 175i, 693

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

PE/TE: 77, 166, 167, 194, 328, 363, 442, 722

Add'l TE: 80, 175i, 693

Examples of one-to-one interactions include:

Book talks using panels, literature circles, or round tables.

PE/TE: Opportunities to address this activity may be found on all Responding Options pages: 25, 37, 48, 49, 60, 76, 103, 117, 123, 125, 143, 144, 152, 172, 193, 194, 195, 206, 207, 213, 230, 231, 279, 280, 291, 303, 304, 314, 315, 321, 334-335, 356, 357, 362, 378, 379, 383, 399, 426, 435, 441, 449, 450, 460, 476-477, 506, 518, 530, 567, 580-581, 596, 603, 620, 625, 626, 641, 642, 666, 678, 686, 696, 697, 708-709, 721, 730, 735, 754, 784, 807, 815, 828, 842-843

Analytical discussion of movies or television program with a teacher or parent in a one to one situation.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity

may be found in other assignments based on narrative and informational texts.

Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 84-87, 164-171, 246-249, 326-333, 406-409, 468-475, 536-539, 572-579, 650-653, 700-707, 768-771, 834-841

Assessment interview by a teacher about an author or book.

PE/TE: Opportunities to address this activity may be found on the following pages: 84-87, 172-173, 246-249, 334-335, 406-409, 476-477, 580-581, 650-653, 708-709, 842-843

Add'l TE: 80

Discussion of portfolio artifacts.

PE/TE: Opportunities to address this activity may be found on the following pages: 173, 335, 477, 581, 709, 843

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

E3b.1 displays appropriate turn-taking behaviors;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863
Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

E3b.2 actively solicits another person's comment or opinion;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

E3b.3 offers own opinion forcefully without dominating;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

E3b.4 responds appropriately to comments and questions;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

E3b.6 gives reasons in support of opinions expressed;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

PE/TE: 25, 26, 37, 48, 49, 60, 76, 85, 89, 103, 104, 117, 118, 125, 144, 153, 169, 193, 206, 213, 230, 231, 247, 292, 303, 314, 321, 331, 334, 357, 362, 378, 379, 383, 399, 400, 407, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 596, 603, 604, 621, 625, 641, 666, 667, 678, 686, 687, 708, 721, 731, 735, 755, 784, 807, 808, 815, 816, 828, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 278, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 491, 500, 507, 560, 583i, 602, 633, 646, 661, 672, 679, 694, 696, 697, 711i, 734, 749, 751, 764, 799, 821, 825, 831

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);

PE/TE: 25, 26, 37, 48, 49, 60, 76, 89, 103, 104, 117, 118, 125, 144, 153, 193, 206, 213, 230, 231, 292, 303, 314, 357, 362, 378, 379, 383, 399, 400, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 603, 604, 621, 625, 641, 667, 678, 686, 687, 708, 721, 731, 755, 807, 808, 815, 816, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 500, 507, 560, 583i, 602, 646, 661, 679, 696, 697, 711i, 734, 749, 751, 764, 799, 825, 831

E3b.9 divides labor so as to achieve the overall group goal efficiently.

PE/TE: 25, 26, 37, 48, 49, 60, 76, 89, 103, 104, 117, 118, 125, 144, 153, 193, 206, 213, 230, 231, 292, 303, 314, 357, 362, 378, 379, 383, 399, 400, 435, 442, 450, 460, 476, 506, 518, 519, 531, 580, 603, 604, 621, 625, 641, 667, 678, 686, 687, 708, 721, 731, 755, 807, 808, 815, 816, 842, 862-863

Add'l TE: 13i, 21, 30, 74, 77, 93, 97, 101, 132, 158, 175i, 214, 218, 222, 241, 268, 273, 276, 287, 289, 300, 310, 313, 324, 337i, 366, 371, 393, 395, 455, 458, 464, 479i, 500, 507, 560, 583i, 602, 646, 661, 679, 696, 697, 711i, 734, 749, 751, 764, 799, 825, 831

Examples of activities involving group meetings include:

Develop and negotiate a classroom rubric.

PE/TE: Opportunities to address this activity may be found on the following pages: 86, 171, 248, 333, 475, 538, 579, 652, 707, 770, 841

Add'l TE: 117, 125, 241, 242, 324, 402, 464, 465, 752, 764, 831, 832

Engage in classroom town meetings.

PE/TE: Opportunities to address this activity may be found on the following pages: 103

Add'l TE: 300

Participate in book talks with other students.

Participate in formal and informal book talks.

PE/TE: See all Responding Options pages: 25, 37, 48, 49, 60, 76, 103, 117, 123, 125, 143, 144, 152, 172, 193, 194, 195, 206, 207, 213, 230, 231, 279, 280, 291, 303, 304, 314, 315, 321, 334-335, 356, 357, 362, 378, 379, 383, 399, 426, 435, 441, 449, 450, 460, 476-477, 506, 518, 530, 567, 580-581, 596, 603, 620, 625, 626, 641, 642, 666, 678, 686, 696, 697, 708-709, 721, 730, 735, 754, 784, 807, 815, 828, 842-843

Work as part of a group to solve a complex mathematical task.

PE/TE: 531, 667

Add'l TE: 687

Role-play.

PE/TE: 580, 697; see also 61, 117

Add'l TE: 74, 310, 324, 799

Participate in peer writing response groups.

PE/TE: 85, 169, 247, 331, 407, 473, 537, 577, 651, 705, 769, 839, 862-863

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

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

PE/TE: 26, 61, 77, 104, 144, 207, 232, 281, 292, 315, 379, 427, 436, 461, 530, 667, 697, 722, 785, 829

Add'l TE: 13i, 137, 153, 214, 241, 242, 357, 402, 465, 492, 619, 826

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

PE/TE: 26, 61, 77, 104, 144, 207, 232, 281, 292, 315, 379, 427, 436, 461, 530, 667, 697, 722, 785, 829

Add'l TE: 13i, 137, 153, 214, 241, 242, 357, 402, 465, 492, 619, 826

E3c.3 uses notes or other memory aids to structure the presentation;

PE/TE: 26, 61, 77, 104, 144, 207, 232, 281, 292, 315, 379, 427, 436, 461, 530, 667, 697, 722, 785, 829

Add'l TE: 13i, 137, 153, 214, 241, 242, 357, 402, 465, 492, 619, 826

E3c.4 develops several main points relating to a single thesis;

PE/TE: 26, 61, 77, 104, 144, 207, 232, 281, 292, 315, 379, 427, 436, 461, 530, 667, 697, 722, 785, 829

Add'l TE: 13i, 137, 153, 214, 241, 242, 357, 402, 465, 492, 619, 826

E3c.5 engages the audience with appropriate verbal cues and eye contact;

PE/TE: 26, 61, 77, 104, 144, 207, 232, 281, 292, 315, 379, 427, 436, 461, 530, 667, 697, 722, 785, 829

Add'l TE: 13i, 137, 153, 214, 241, 242, 357, 402, 465, 492, 619, 826

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

PE/TE: 26, 61, 77, 104, 144, 207, 232, 281, 292, 315, 379, 427, 436, 461, 530, 667, 697, 722, 785, 829

Add'l TE: 13i, 137, 153, 214, 241, 242, 357, 402, 465, 492, 619, 826

Examples of presentations include:

A presentation of project plans or a report for an Applied Learning project.

PE/TE: 26, 61, 77, 104, 118, 144, 207, 232, 281, 292, 379, 435, 442, 461, 667, 697, 722, 785

Add'l TE: 13i, 153, 214, 241, 357, 479i, 619, 826

A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

PE/TE: Opportunities to address this activity may be found on the following pages: 435

Add'l TE: 26i

A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.

PE/TE: 232, 292, 530

Add'l TE: 402, 619, 826

A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.

TE: Opportunity to address this activity may be found on the following page: 826

A report that analyzes a trend running through several literary works.

PE/TE: Opportunities to address this activity may be found on the following pages: 172-173, 334-335, 476-477, 580-581, 708-709

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

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 890-891

Add'l TE: 711i, 718, 746

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

PE/TE: 193, 292

Add'l TE: 185, 711i, 718

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

PE/TE: 193, 292

Add'l TE: 185, 711i, 746

E3d.4 defines the role of advertising as part of media presentation.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 49

Add'l TE: 646

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.

TE: Opportunity to address this activity may be found on the following page: 711i

Summarize patterns of media exposure in writing or in an oral report.

TE: 711i

Identify the appeal of popular television shows and films for particular audiences.

PE/TE: 193, 292

Add'l TE: 185, 711i

Explain the use of "propaganda techniques" (e.g. bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 251

Add'l TE: 185, 646

Analyze the characteristics of different television genres (e.g., the talk show, the situation comedy, the public affairs show).

PE/TE: 755

Add'l TE: 718

Analyze and evaluate information available on the internet.

PE/TE: Opportunities to address this activity may be found on the following pages: 890-891

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

E3e.1 takes notes on salient information;

PE/TE: All individual speaking activities may be used to meet this Performance Benchmark. See also 27

Add'l TE: 218, 515

E3e.2 accurately summarizes the essence of each speaker's response;

PE/TE: All individual speaking activities may be used to meet this Performance Benchmark. See also 27

Add'l TE: 21, 218, 515

E3e.3 formulates a judgment about the issues under discussion.

PE/TE: All individual speaking activities may be used to meet this Performance Benchmark. See also 27

Add'l TE: 515

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

Take notes of a meeting of a local governing group.
PE/TE: Opportunities to address this activity may be found on the following pages: 27, 703, 887

Add'l TE: 218

Analyze an address by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 27
Add'l TE: 515

Grade 9 - E4 Conventions, Grammar, and Usage of the English Language

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.

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:

E4a.1 grammar;

PE/TE: 83, 87, 249, 333, 409, 475, 579, 649, 653, 771, 903-909, 910-917, 918-922, 923-926

Add'l TE: 54, 65, 98, 108, 149, 201, 271, 286, 298, 312, 318, 344, 375, 392, 416, 439, 454, 539, 548, 589, 601, 610, 659, 671, 682, 690, 778, 790, 812

E4a.2 paragraph structure;

PE/TE: All writing assignments may be used to address this Performance Benchmark. See also 247

E4a.3 punctuation;

PE/TE: 171, 707, 841, 931-939

Add'l TE: 24, 43, 217, 637, 824

E4a.4 sentence construction;

PE/TE: 249, 405, 409, 900-902

Add'l TE: 43, 601, 683

E4a.5 spelling;

PE/TE: All writing assignments may be used to address this Performance Benchmark.

E4a.6 usage.

PE/TE: 83, 87, 171, 249, 333, 409, 475, 579, 649, 653, 707, 771, 841, 900-902, 903-909, 910-917, 918-922, 923-926, 927-930, 931-939

Add'l TE: 24, 29, 43, 54, 65, 98, 108, 140, 149, 190, 201, 217, 271, 312, 318, 344, 375, 392, 416, 439, 454, 498, 517, 524, 539, 548, 601, 610, 637, 671, 690, 741, 778, 790, 812, 824

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,

PE/TE: All writing assignments may be used to demonstrate this activity. See especially all Writing Workshop pages: 82-87, 164-171, 245-249, 328-333, 406-409, 468-475, 574-579, 650-653, 700-707

Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.

PE/TE: 86-87, 170-171, 248-249, 332-333, 408-409, 474-475, 578-579, 652-653, 706-707, 770-771, 840-841, 864-865

Apply the conventions of language during formal oral presentations.

PE/TE: Opportunities to address this activity may be found with all speaking activities and on the following pages: 86-87, 170-171, 248-249, 332-333, 408-409, 474-475, 578-579, 652-653, 706-707, 770-771, 840-841, 864-865

Demonstrate use of a variety of sentence patterns.

PE/TE: 405, 653, 769

Add'l TE: 683, 811

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:

E4b.1 adding or deleting details;

PE/TE: 86, 169, 170, 245, 248, 406-408, 473-474, 577-578, 651-652, 705-706, 769-770, 837-840, 871-874

E4b.2 adding or deleting explanations;

PE/TE: 86, 169, 170, 332, 406-408, 473-474, 577-578, 651-652, 705-706, 769-770, 837-840, 871-874

E4b.3 clarifying difficult passages;

PE/TE: 86, 169, 170, 245, 248, 406-408, 473-474, 577-578, 651-652, 705-706, 769-770, 837-840, 871-874

E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;

PE/TE: 169, 247-248, 331-332, 408, 473-474, 577-578, 651-652, 705-706, 769-770, 839-840, 868-869

E4b.5 sharpening the focus;

PE/TE: 169, 247, 329, 332, 407-408, 473-474, 577-578, 651-652, 705-706, 768, 836-837, 839-840, 866-867

E4b.6 reconsidering the organizational structure;

PE/TE: 85, 169, 247, 248, 331-332, 407-408, 473-474, 577-578, 651-652, 704-705, 768, 839-840, 869-871

E4b.7 rethinking and/or rewriting the piece in light of different audiences and purposes.

PE/TE: 86, 170, 248, 329, 332, 408, 474, 578, 652, 705-706, 770, 838-840, 861

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.

PE/TE: 85-86, 170-171, 248-249, 332-333, 408-409, 474-475, 578-579, 652-653, 706-707, 770-771, 839-841, 862-863

Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.

PE/TE: 83-86, 168-171, 246-249, 330-333, 406-409, 472-475, 576-579, 651-653, 705-707, 769-771, 838-841

Critique the writing or presentation of a peer.

PE/TE: 85, 169, 247, 331, 407, 473, 577, 651, 705, 769, 839, 862-863

Describe the reasons for stylistic choices made as a writer or presenter.

PE/TE: 84-86, 168-170, 246-248, 330-332, 406-408, 472-474, 576-578, 651-652, 705-706, 769-770, 839-840

Produce a series of papers on the same topic, each serving a different purpose.

PE/TE: Most writing assignments may be used to demonstrate this activity. See especially the following pages: 82-87, 244-249, 406-409, 468-475, 650-653, 700-707

Manage a writing portfolio and/or electronic portfolio.

PE/TE: All writing assignments may be used to address this activity. See also all end-of-the-unit Portfolio Building activities: 173, 335, 477, 581, 709, 843

Grade 9 - E5 Literature

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

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

E5a.1 makes thematic connections among literary texts, public discourse, and media;

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See especially the following pages for examples: 27-36, 39-47, 52-59, 62-65; 91-102, 127-141, 145-151, 154-163; 255-278, 282-290, 305-313, 325-335; 339-355, 359-361, 380-382; 413-425, 429-434, 437-440, 443-448; 584-594, 605-617, 627-640, 644-647; 713-720, 724-729, 737-753; 775-782, 787-806, 809-814, 817-827, 830-833

E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;

PE/TE: 25, 37, 48, 60, 76, 82-87, 103, 104, 117, 118, 125, 143, 152, 172-173, 193, 194, 206, 213, 230, 231, 253-254, 279, 280, 282, 291, 303, 304, 314, 321, 334-335, 356, 362, 378, 383, 399, 406-409, 413, 426, 427, 435, 441, 460, 476-477, 506, 507, 518, 519, 530, 531, 567, 568, 580-581, 596, 603, 620, 625, 641, 650-653, 666, 667, 678, 686, 687, 696, 708, 730, 754, 784, 807, 815, 828, 829, 842-843

(continued on next page)

Add'l TE: 20, 23, 24, 30, 31, 32, 34, 43, 45, 46, 47, 66, 67, 69, 72, 93, 94, 95, 100, 101, 110, 116, 124, 130, 131, 132, 133, 134, 136, 138, 140, 149, 150, 151, 180, 181, 182, 186, 191, 202, 204, 218, 220, 225, 227, 228, 229, 257, 258, 259, 260, 266, 268, 270, 274, 284, 298, 307, 308, 310, 342, 344, 345, 346, 370, 371, 373, 375, 376, 388, 389, 390, 394, 396, 419, 458, 488, 489, 490, 491, 492, 495, 496, 498, 503, 510, 514, 516, 546, 548, 593, 602, 616, 630, 632, 633, 660, 662, 672, 674, 676, 684, 726, 727, 728, 729, 740, 741, 742, 746, 751, 790, 794, 800, 801, 802, 805

E5a.3 identifies the characteristics of literary forms and genres;

PE/TE: 15-16, 25, 37, 48, 50-51, 120-121, 125, 143, 172-173, 231, 253-254, 304, 385, 399, 435, 449, 482, 507, 531, 606, 620, 622, 754

Add'l TE: 30, 32, 34, 35, 36, 41, 46, 93, 124, 148, 150, 151, 202, 220, 228, 229, 257, 261, 288, 295, 296, 301, 308, 360, 390, 392, 394, 420, 445, 490, 491, 503, 513, 587, 607, 623, 629, 674, 743, 779

E5a.4 evaluates literary merit;

PE/TE: 84-87, 104, 144, 172-173, 194, 246-249, 280, 322, 334-335, 357, 384, 400, 450, 476-477, 567, 581, 597, 621, 650-653, 686, 722, 842-843

E5a.5 explains the effect of point of view;

PE/TE: 194, 315, 334

Add'l TE: 32, 180, 182, 218, 225, 285, 295, 308, 311, 312, 343, 344, 587, 591, 612, 695, 777, 778, 782

E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;

PE/TE: 365, 627, 787, 809

Add'l TE: 30, 36, 55, 100, 131, 149, 180, 181, 184, 186, 188, 190, 226, 311, 312, 342, 370, 423, 424, 432, 440, 494, 502, 556, 6--6, 632, 683, 691, 692, 694, 729, 739, 741, 750, 782, 792, 798, 799, 803, 812, 820

E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;

PE/TE: 60, 76, 104, 118, 121, 206, 209, 213, 321, 362, 380, 383, 427, 435, 476, 603, 641, 667, 687, 731, 735, 808, 828, 842

Add'l TE: 36, 55, 58, 59, 68, 70, 71, 97, 98, 101, 108, 109, 110, 111, 113, 114, 115, 130, 138, 188, 192, 198, 200, 202, 204, 210, 212, 224, 226, 260, 277, 317, 319, 351, 352, 361, 368, 381, 382, 416, 418, 420, 423, 425, 447, 448, 496, 522, 525, 526, 528, 529, 558, 601, 609, 634, 636, 640, 717, 718, 719, 727, 728, 733, 734, 819, 821, 822, 824, 827

E5a.8 identifies the stance of a writer in shaping the presentation of a subject;

PE/TE: 51, 215, 282, 291, 321, 378, 736, 775, 815

Add'l TE: 222, 224, 227, 261, 266, 284, 285, 286, 288, 289, 371, 376, 455, 459, 500, 811, 812, 814

E5a.9 identifies ambiguities, subtleties, contradictions, ironies, and nuances;

PE/TE: 596, 603, 641, 678, 709, 722, 785

Add'l TE: 68, 260, 261, 342, 346, 395, 552, 556, 560, 594, 601, 638, 640, 665, 672, 673, 675, 714, 747, 749, 779, 780, 801, 806

E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional);

PE/TE: 51, 215, 282, 291, 321, 378, 736, 775, 815

Add'l TE: 222, 224, 227, 261, 266, 284, 285, 286, 288, 289, 371, 376, 455, 459, 500, 811, 812, 814

E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 27-36, 52-59, 62-65, 79-81, 91-102, 106-116, 233-243, 255-278, 323-325, 385-397, 429-434, 452-459, 482-529, 544-566, 657-665, 775-782

*Examples of responding to literature include:
Analyze stereotypical characters in popular fiction.
PE/TE:* 89, 680, 686

Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.

PE/TE: 209, 210, 212, 213, 362, 380, 383, 622, 626, 725, 730, 731, 735

Add'l TE: 360, 361, 381, 382, 445, 447, 448, 496, 522, 525, 526, 528, 529, 558, 726, 727, 728, 729, 733, 734

Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.

PE/TE: 49, 77, 103, 117, 194, 207, 303, 315, 363, 379, 428, 442, 450, 530, 626, 642, 697, 730, 784, 842-843

Compare two different video presentations of a literary work.

PE/TE: Opportunities to address this activity may be found using the following selections: 255-278, 482-529, 544-566, 627-640, 657-665, 775-782, 787-806

Compare two works written on the same topic or theme.

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this activity. See especially the following pages for examples: 27-36, 39-47, 52-59, 62-65; 91-102, 127-141, 145-151, 154-163; 255-278, 282-290, 305-313, 325-335; 339-355, 359-361, 380-382; 413-425, 429-434, 437-440, 443-448; 584-594, 605-617, 627-640, 644-647; 713-720, 724-729, 737-753; 775-782, 787-806, 809-814, 817-827, 830-833

Identify and analyze the persona of the writer.

PE/TE: 127, 215, 282, 775
Add'l TE: 20, 22, 222, 224, 227, 261, 284, 778, 782

Compare two literary texts that share a similar theme.

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this activity. See especially the following pages for examples: 27-36, 39-47, 52-59, 62-65; 91-102, 127-141, 145-151, 154-163; 255-278, 282-290, 305-313, 325-335; 339-355, 359-361, 380-382; 413-425, 429-434, 437-440, 443-448; 584-594, 605-617, 627-640, 644-647; 713-720, 724-729, 737-753; 775-782, 787-806, 809-814, 817-827, 830-833

Identify and explain the author's point of view toward an issue raised in one of an author's works.

PE/TE: 51, 215, 282, 291, 321, 378, 736, 775, 815
Add'l TE: 222, 224, 227, 261, 266, 284, 285, 286, 288, 289, 371, 376, 455, 459, 500, 811, 812, 814

Identify and explain the literary, cultural, and social context of a literary work.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 27-36, 52-59, 62-65, 79-81, 91-102, 106-116, 233-243, 255-278, 323-325, 385-397, 429-434, 452-459, 482-529, 544-566, 657-665, 775-782

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

PE/TE: 25, 37, 48, 60, 76, 117, 103, 117, 125, 143, 152, 173, 193, 206, 213, 230, 314, 321, 362, 378, 399, 435, 449, 468-475, 506, 530, 598, 603, 604, 625, 686, 696, 721, 735, 828, 834-841, 876-877; see also 567, 603, 620, 828

Add'l TE: 81, 101, 158, 179, 242, 285, 422, 456, 492, 645, 832

Examples of literary genres include:

A reflective essay.

PE/TE: 117, 143, 173, 449, 696

Add'l TE: 81, 422

A memoir.

PE/TE: 76, 152, 193, 314, 468-475, 598, 686

Add'l TE: 101, 179, 285, 456

A short story.

PE/TE: 143, 206, 230, 378, 435, 506, 604, 735, 834-841, 876-877; see also 567, 603, 620, 828

Add'l TE: 242, 492, 645, 832

A short play.

PE/TE: 48, 60, 103, 117, 768-771

Add'l TE: 158

A poem.

PE/TE: 37, 125, 143, 213, 321, 362, 399, 506, 625, 721, 735

A vignette.

PE/TE: 25, 60, 530, 603, 696, 721, 828

Grade 9 - 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.

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

E6a.1 effective use of argument;

PE/TE: 26, 294-302, 654-655

E6a.2 use of the power of anecdote;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 294-302, 429-434, 437-440

E6a.3 anticipation of counter claims;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 294-302, 654-655

E6a.4 appeal to audiences both friendly and hostile to the position presented;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 294-302, 654-655

E6a.5 use of emotionally laden words and imagery;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 294-302, 654-655

E6a.6 citing of appropriate references or authorities.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 294-302, 654-655

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

Identify the main point in a political speech.

PE/TE: Opportunities to address this activity may be found on the following pages: 294-302, 654-655

Evaluate an editorial.

PE/TE: Opportunities to address this activity may be found on the following pages: 294-302, 654-655

Examine campaign literature to determine underlying assumptions.

PE/TE: Opportunities to address this activity may be found on the following pages: 294-302, 654-655

Examine a range of articles published in a magazine or newspaper and drawing inferences about the political stance of that magazine or newspaper.

PE/TE: Opportunities to address this activity may be found on the following pages: 26, 654-655

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

E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or symbolism.

PE/TE: 303; see also 164-171, 326-333, 884-885

E6b.2 utilizes and recognizes the power of logical arguments based on appealing to a reader's emotions;

PE/TE: 303; see also 164-171, 326-333, 884-885

E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;

PE/TE: 303; see also 164-171, 326-333, 884-885

E6b.4 uses a range of strategies to appeal to readers.

PE/TE: 303; see also 164-171

Examples of public documents include:

A proposal for changing an existing social or school policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 303, 164-171, 326, 333, 884-885

An analysis of a school policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 303, 436

A letter to an elected official or editor taking a position on an issue or concern.

PE/TE: Opportunities to address this activity may be found on the following pages: 303, 326-333, 884-885

A multi-media presentation to school officials, student council, public officials, etc.

PE/TE: Opportunities to address this activity may be found on the following pages: 897-899

Grade 9 - 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 issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

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

E7a.1 visual appeal, e.g. format, graphics, white space, and headers;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 893, 895-896

E7a.2 logic of the sequence in which the directions are given;

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this Performance Benchmark may be found in other assignments based on informational texts.

E7a.3 point out possible reader misunderstandings and misconceptions;

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this Performance Benchmark may be found in other assignments based on informational texts.

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

Analyze a manual.

PE/TE: Opportunities to address this activity may be found on the following pages: 893, 895-896

Analyze a contract.

PE/TE: Opportunities to address this activity may be found on the following pages: 893, 895-896

Review a loan application/bank statement.

PE/TE: Opportunities to address this activity may be found on the following pages: 893, 895-896

Examine tax documents.

PE/TE: Opportunities to address this activity may be found on the following pages: 893, 895-896

Evaluate advertisements.

PE/TE: Opportunities to address this activity may be found on the following pages: 893, 895-896

Critique web sites.

PE/TE: Opportunities to address this activity may be found on the following pages: 890-891, 893, 895-896

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

E7b.1 reports, organizes, and conveys information and ideas accurately;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 895-896

E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 895-896

E7b.3 anticipates readers' problems, mistakes, and misunderstandings;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 895-896

E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 895-896

E7b.5 employs consistent and appropriate word choices.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this Performance Benchmark may be found in other writing assignments.

Examples of functional documents include:

A summary of a meeting.

PE/TE: Opportunities to address this activity may be found on the following pages: 103, 279

A manual.

PE/TE: Opportunity to address this activity may be found on the following page: 303

A proposal.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other writing assignments.

A set of instructions.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other writing assignments.

A recommendation.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other writing assignments.

A web site

PE/TE: Opportunities to address this activity may be found on the following pages: 890-891

Grade 10

Grade 10 - E1 Reading

Reading is a process which 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.

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 ten (1025L-1250L). 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.

All reading selections may be used to teach this Content Standard. See especially the following pages for examples.

Traditional and contemporary fiction and non-fiction:

PE/TE: 18-29, 33-37, 40-48, 51-61, 67-79, 83-89, 92-99, 110-119, 124-130, 140-148, 151-161, 198-208, 211-218, 221-229, 232-238, 242-245, 248-251, 266-280, 284-294, 297-300, 308-313, 314, 321-327, 330-339, 354-367, 381-391, 396-408, 411-419, 430-437, 452-457, 460-469, 488-499, 514-520, 523-541, 545-552, 562-564, 567-576, 580-583, 594-604, 608-612, 622-628, 638-648, 652-657, 672-679, 682-692, 702-710, 713-723, 727-733, 744-751, 761-768, 772-777, 780-785, 810-819, 823-826, 829-839, 844-851, 855-866, 886-893, 904-919, 923-931

Different literary forms and writers:

• Fiction

PE/TE: 18-29, 33-37, 40-48, 51-61, 110-119, 151-161, 198-208, 211-218, 232-238, 242-245, 266-280, 284-294, 321-327, 354-367, 396-408, 411-419, 430-437, 452-457, 460-469, 488-499, 514-520, 523-541, 545-552, 567-576, 580-583, 594-604, 608-612, 622-628, 638-648, 672-679, 682-692, 713-723, 727-733, 744-751, 761-768, 780-785, 810-819, 829-839, 844-851, 904-919, 923-931

• Poetry

PE/TE: 30, 120, 135-137, 164, 229, 239, 254-255, 303-305, 317-318, 370-372, 375-378, 392, 438, 441-445, 448-449, 556-559, 577, 612, 615-618, 632-635, 696-699, 723, 754-758, 768, 789-791, 794-795, 840, 932, 982-983

• Drama

PE/TE: 182-194, 473-485, 869-883, 936-978

Add'l TE: See also all Literary Connections recommendations: 13e, 177e, 351e, 511e, 669e, 807e

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

Maintain an annotated list of works read.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 177e, 351e, 511e, 669e, 807e

Generate a reading log or journal.

PE/TE: 5, 31, 38, 49, 51, 62, 67, 80, 83, 90, 110, 121, 131, 135, 138, 149, 162, 182, 195, 198, 209, 211, 219, 221, 230, 232, 240, 246, 248, 252, 281, 284, 295, 301, 303, 306, 315, 319, 328, 368, 371, 373, 377, 379, 394, 396, 409, 439, 442, 446, 450, 458, 460, 470, 486, 514, 521, 523, 542, 553, 560, 565, 578, 594, 605, 613, 620, 622, 629, 636, 649, 680, 693, 696, 700, 711, 713, 724, 744, 752, 759, 769, 778, 786, 789, 792, 810, 820, 827, 841, 852, 867, 884, 920, 923, 933, 979

Participate in formal and informal book talks.

PE/TE: See all Responding Options and most Reflect and Assess pages: 31, 38, 49, 62, 63, 80, 81, 90, 121, 131, 132, 136, 138, 149, 162, 174-175, 195, 196, 209, 219, 220, 230, 240, 246, 252, 281, 282, 295, 301, 302, 306, 315, 319, 328, 348-349, 368, 371, 373, 377, 379, 394, 409, 439, 442, 446, 450, 458, 470, 486, 508, 521, 542, 553, 560, 565, 578, 605, 613, 617, 620, 629, 633, 636, 649, 666-667, 680, 693, 698, 700, 711, 724, 752, 759, 769, 778, 786, 792, 820, 827, 841, 852, 867, 884, 920, 933, 979

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:

E1b.1 makes and supports warranted and responsible assertions about the texts;

PE/TE: 31, 38, 49, 62, 63, 80, 81, 90, 100-105, 121, 131, 132, 136, 138, 149, 162, 174-175, 195, 196, 209, 219, 220, 230, 240, 246, 252, 256-261, 281, 282, 295, 301, 302, 306, 315, 319, 328, 348-349, 368, 371, 373, 377, 379, 394, 409, 439, 442, 446, 450, 458, 470, 486, 508, 521, 542, 553, 554, 560, 565, 578, 584-589, 605, 613, 617, 620, 629, 633, 636, 649, 666-667, 680, 693, 698, 700, 711, 724, 752, 759, 769, 778, 786, 792, 820, 827, 841, 852, 867, 884, 894-899, 920, 933, 979

Add'l TE: 23, 24, 25, 27, 28, 35, 36, 42, 43, 44, 46, 47, 48, 54, 55, 58, 60, 61, 70, 74, 75, 79, 85, 86, 87, 94, 112, 113, 115, 118, 126, 128, 129, 130, 137, 143, 145, 147, 148, 153, 154, 156, 157, 158, 159, 184, 185, 188, 190, 192, 193, 201, 202, 203, 204, 207, 207, 208, 213, 214, 215, 216, 224, 225, 227, 228, 234, 235, 236, 237, 244, 245, 250, 251, 268, 269, 271, 272, 273, 274, 275, 277, 279, 288, 289, 291, 293, 300, 304, 305, 310, 311, 312, 318, 323, 324, 356, 357, 358, 360, 361, 362, 364, 365, 385, 386, 388, 389, 390, 399, 401, 402, 403, 404, 406, 432, 436, 444, 449, 454, 455, 456, 463, 464, 465, 466, 468, 475, 477, 478, 480, 481, 483, 484, 485, 497, 517, 518, 519, 520, 526, 527, 529, 530, 535, 536, 537, 540, 548, 549, 551, 559, 564, 569, 570, 571, 598, 599, 602, 603, 611, 616, 618, 624, 628, 634, 635, 643, 644, 646, 675, 676, 686, 688, 691, 699, 705, 708, 715, 716, 717, 719, 746, 747, 750, 751, 755, 756, 757, 758, 764, 765, 767, 774, 775, 776, 782, 784, 785, 790, 791, 815, 837, 838, 848, 850, 860, 862, 866, 874, 876, 878, 908, 914, 915, 918, 919, 927, 931, 945, 946, 953, 956, 957, 962, 964, 966, 969, 972, 975, 976, 977, 978

E1b.2 supports assertions with elaborated and convincing evidence;

PE/TE: 31, 38, 49, 62, 63, 80, 81, 90, 100-105, 121, 131, 132, 136, 138, 149, 162, 174-175, 195, 196, 209, 219, 220, 230, 240, 246, 252, 256-261, 281, 282, 295, 301, 302, 306, 315, 319, 328, 348-349, 368, 371, 373, 377, 379, 394, 409, 439, 442, 446, 450, 458, 470, 486, 508, 521, 542, 553, 554, 560, 565, 578, 584-589, 605, 613, 617, 620, 629, 633, 636, 649, 666-667, 680, 693, 698, 700, 711, 724, 752, 759, 769, 778, 786, 792, 820, 827, 841, 852, 867, 884, 894-899, 920, 933, 979

Add'l TE: 23, 24, 25, 27, 28, 35, 36, 42, 43, 44, 46, 47, 48, 54, 55, 58, 60, 61, 70, 74, 75, 79, 85, 86, 87, 94, 112, 113, 115, 118, 126, 128, 129, 130, 137, 143, 145, 147, 148, 153, 154, 156, 157, 158, 159, 184, 185, 188, 190, 192, 193, 201, 202, 203, 204, 207, 207, 208, 213, 214, 215, 216, 224, 225, 227, 228,

234, 235, 236, 237, 244, 245, 250, 251, 268, 269, 271, 272, 273, 274, 275, 277, 279, 288, 289, 291, 293, 300, 304, 305, 310, 311, 312, 318, 323, 324, 356, 357, 358, 360, 361, 362, 364, 365, 385, 386, 388, 389, 390, 399, 401, 402, 403, 404, 406, 432, 436, 444, 449, 454, 455, 456, 463, 464, 465, 466, 468, 475, 477, 478, 480, 481, 483, 484, 485, 497, 517, 518, 519, 520, 526, 527, 529, 530, 535, 536, 537, 540, 548, 549, 551, 559, 564, 569, 570, 571, 598, 599, 602, 603, 611, 616, 618, 624, 628, 634, 635, 643, 644, 646, 675, 676, 686, 688, 691, 699, 705, 708, 715, 716, 717, 719, 746, 747, 750, 751, 755, 756, 757, 758, 764, 765, 767, 774, 775, 776, 782, 784, 785, 790, 791, 815, 837, 838, 848, 850, 860, 862, 866, 874, 876, 878, 908, 914, 915, 918, 919, 927, 931, 945, 946, 953, 956, 957, 962, 964, 966, 969, 972, 975, 976, 977, 978

E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;

PE/TE: 31, 91, 121, 122, 138, 139, 174-175, 219, 230, 231, 240, 241, 282, 302, 306, 320, 348-349, 373, 379, 395, 410, 439, 446, 447, 459, 471, 508, 522, 553, 560, 606, 613, 620, 621, 636, 637, 650, 666-667, 694, 700, 725, 760, 769, 787, 804, 842, 853, 920, 934, 1044-1047

Add'l TE: 518, 559, 579, 669i

E1b.4 makes perceptive and well developed connections;

Personal connections:

PE/TE: 18, 31, 38, 49, 62, 63, 80, 81, 90, 100-105, 121, 131, 132, 136, 138, 149, 162, 174-175, 182, 195, 196, 198, 209, 219, 220, 230, 232, 240, 246, 252, 281, 282, 295, 301, 302, 304, 306, 315, 319, 328, 348-349, 368, 371, 373, 377, 379, 381, 394, 409, 439, 442, 446, 450, 458, 470, 473, 486, 508, 521, 542, 553, 560, 565, 578, 605, 613, 617, 620, 629, 633, 636, 649, 666-667, 680, 693, 698, 700, 711, 724, 752, 759, 769, 778, 786, 792, 820, 827, 841, 852, 867, 884, 920, 933, 979

Connections to other texts and other subject areas:

PE/TE: 31, 32, 39, 50, 63, 91, 121, 122, 138, 139, 150, 163, 174-175, 210, 219, 230, 231, 240, 241, 247, 281, 282, 302, 306, 320, 348-349, 373, 379, 395, 410, 439, 446, 447, 459, 471, 508, 522, 543, 553, 560, 566, 606, 613, 620, 621, 630, 636, 637, 650, 666-667, 694, 700, 725, 726, 753, 760, 769, 770, 779, 787, 804, 821, 842, 853, 920, 921, 934, 984-991

Add'l TE: 139, 307, 316, 518, 559, 669i, 868

E1b.5 evaluates writing strategies and elements of the author's craft.

PE/TE: 31, 38, 49, 63, 81, 90, 100-105, 121, 122, 132, 149, 162, 174-175, 195, 196, 209, 220, 240, 246, 252, 256-261, 282, 295, 301, 306, 315, 319, 328, 348-349, 368, 373, 379, 394, 409, 439, 446, 450, 458, 471, 486, 508, 521, 542, 554, 560, 565, 578, 584-589, 606, 613, 620, 630, 636, 650, 666-667, 680, 693, 700, 712, 725, 752, 770, 786, 793, 804, 821, 827, 842, 853, 867, 885, 894-899, 921, 934, 980

Add'l TE: 35, 46, 54, 55, 58, 85, 94, 119, 126, 137, 145, 156, 157, 158, 159, 184, 185, 188, 192, 203, 204, 206, 213, 214, 215, 216, 224, 228, 234, 235, 244, 245, 251, 268, 271, 272, 274, 275, 277, 288, 289, 291, 300, 304, 311, 312, 318, 323, 324, 358, 364, 365, 385, 386, 389, 390, 401, 403, 406, 432, 444, 455, 456, 463, 465, 466, 467, 468, 483, 485, 517, 518, 519, 520, 527, 529, 530, 535, 536, 537, 548, 549, 551, 559, 569, 570, 571, 598, 599, 602, 603, 616, 618, 624, 628, 633, 634, 635, 643, 644, 646, 676, 678, 686, 688, 691, 699, 705, 708, 716, 717, 719, 747, 750, 751, 755, 756, 757, 758, 764, 774, 775, 776, 784, 785, 790, 791, 815, 837, 848, 860, 866, 874, 878, 916, 927, 953, 956, 957

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.)

PE/TE: Opportunities to address this activity may be found on the following pages: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

Construct a review of several works by single author.

PE/TE: Opportunities to address this activity may be found on the following pages: 31, 91; see also "Other Works" information following the author's biography at the end of each selection.

Produce a literary response paper.

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

Produce a research report.

PE/TE: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

Participate in formal or informal book talks.

PE/TE: See all Responding Options and most Reflect and Assess pages: 31, 38, 49, 62, 63, 80, 81, 90, 121, 131, 132, 136, 138, 149, 162, 174-175, 195, 196, 209, 219, 220, 230, 240, 246, 252, 281, 282, 295, 301, 302, 306, 315, 319, 328, 348-349, 368, 371, 373, 377, 379, 394, 409, 439, 442, 446, 450, 458, 470, 486, 508, 521, 542, 553, 560, 565, 578, 605, 613, 617, 620, 629, 633, 636, 649, 666-667, 680, 693, 698, 700, 711, 724, 752, 759, 769, 778, 786, 792, 820, 827, 841, 852, 867, 884, 920, 933, 979

Create an annotated book list organized according to author, theme, or genre.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 177e, 351e, 511e, 669e, 807e

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1 restates or summarizes information;

PE/TE: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

E1c.2 relates new information to prior knowledge or experience;

PE/TE: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

E1c.3 extends ideas;

PE/TE: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

E1c.4 makes connections to related topics or information.

PE/TE: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

Examples of activities through which students might produce evidence of reading informational materials include:

Use information to support or enhance a project.

PE/TE: 32, 39, 50, 63, 81, 91, 122, 149, 150, 231, 253, 282, 410, 543, 566, 630, 694, 701, 726, 753, 760, 770, 779, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 13i, 132, 177i, 255, 296, 418, 669i, 868

Write a report of information that draws from multiple sources.

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

Incorporate expert opinions into a speech or position paper.

PE/TE: 32, 50, 81, 122, 150, 282, 410, 566, 630, 694, 760, 770, 821, 853

Add'l TE: 132, 177i, 418

Develop a proposal based on data obtained from reading informational texts.

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368

Use informational materials to reach a conclusion regarding a controversial topic.

PE/TE: 340-347; see also 779, 821

Develop a portfolio of materials regarding a particular career choice.

PE/TE: Opportunities to address this activity may be found on the following pages: 175, 349, 509, 667, 805, 993

Write exhibit notes for historical or artistic exhibits.

PE/TE: 91, 231; see also 753

Add'l TE: 69i, 807i

Grade 10 - E2 Writing

Writing is a process through which a writer 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.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

E2a.2 develops a controlling idea that conveys a perspective on the subject;

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

E2a.4 includes appropriate facts and details;

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

E2a.5 excludes extraneous and inappropriate information;

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

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;

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

E2a.7 provides a sense of closure to the writing.

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

Examples of reports include:

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, as well as traditional library research).

PE/TE: Opportunities to address this activity may be found on the following pages: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).

PE/TE: Opportunities to address this activity may be found on the following pages: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

A report produced as part of studies in subjects such as science, social studies, and mathematics.

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

A formal or informal research paper.

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

An investigative report for a newspaper.

PE/TE: Opportunities to address this activity may be found on the following pages: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

A report of information on an item of personal interest or experience

PE/TE: 32, 39, 50, 63, 81, 122, 150, 253, 410, 543, 566, 630, 694, 726, 753, 760, 770, 821, 853, 921, 984-991, 1044-1047

Add'l TE: 132, 177i, 255, 296, 418, 669i, 868

E2b: The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

E2b.5 anticipates and answers a reader's questions;

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

E2b.6 recognizes possible ambiguities, nuances, and complexities;

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

E2b.7 provides a sense of closure to the writing.

PE/TE: 31, 100-105, 210, 230, 252, 256-261, 281, 328, 409, 439, 486, 553, 584-589, 613, 649, 759, 769, 820, 852, 894-899

Add'l TE: 119

Examples of responses to literature include:

An evaluation of a piece of literature or several pieces of literature.

PE/TE: 31, 100-105, 122, 241, 256-261, 486, 584-589, 613, 759, 769, 820, 852, 894-899

A comparison of a piece of literature with its media presentation.

PE/TE: Opportunities to address this activity may be found on the following pages: 91, 210, 395, 543, 694, 885, 921

Add'l TE: 859, 949

A response that focuses on personalizing the theme of a literary work.

PE/TE: 100-105, 240, 252, 281, 553, 613

An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.

PE/TE: All reading selections may be used to address this activity.

Add'l TE: See also all Literary Connections recommendations: 13e, 177e, 351e, 511e, 669e, 807e

An evaluation of the role played by setting in a novel.

PE/TE: Opportunities to address this activity may be found on the following pages: 132, 256-261, 439, 649

An analysis of the effect of a minor character on the plot of a novel.

PE/TE: Opportunities to address this activity may be found on the following pages: 409

Add'l TE: 776

An interpretation of a recurring motif in a novel or a play.

PE/TE: Opportunities to address this activity may be found in all dramatic selections: 182-194, 473-485, 869-883, 936-978

A comparison of two critical interpretations of a poem or work of fiction.

PE/TE: Opportunities to address this activity may be found on Critic's Corner pages: 63, 122, 210, 220, 307, 320, 329, 369, 459, 471, 487, 543, 554, 606, 614, 621, 630, 681, 694, 701, 760, 770, 787, 793, 821, 842, 853, 934, 980

Add'l TE: 46, 207, 213, 238, 278, 293, 408, 418, 433, 464, 475, 477, 498, 571, 604, 750, 817, 833, 847, 918

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 53, 75, 146, 277, 294, 326, 519, 539, 643, 851

E2c.2 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);

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 53, 75, 146, 277, 294, 326, 519, 539, 643, 851

E2c.3 creates an organizing structure;

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 75, 146, 277, 294, 326, 519, 539, 643, 851

E2c.4 includes sensory details and concrete language to develop plot and character;

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 53, 75, 146, 277, 294, 326, 519, 539, 643, 851

E2c.5 excludes extraneous details and inconsistencies;

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 53, 75, 146, 277, 294, 326, 519, 539, 643, 851

E2c.6 develops complex characters;

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 75, 146, 277, 294, 326, 519, 539, 643, 851

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;

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 53, 75, 146, 277, 294, 326, 519, 539, 643, 851

E2c.8 provides a sense of closure to the writing.

PE/TE: 49, 121, 131, 149, 162, 166-173, 281, 295, 301, 315, 328, 394, 470, 542, 553, 605, 629, 693, 724, 734-739, 769, 827, 867, 1034-1035

Add'l TE: 75, 146, 277, 294, 326, 519, 539, 643, 851

Examples of narrative accounts include:

— *biographical account.*

PE/TE: Opportunities to address this activity may be found on the following pages: 470, 620

A fiction or non-fiction story.

PE/TE: 38, 49, 121, 131, 315, 328, 394, 605, 629, 693, 734-739, 769, 867

Add'l TE: 53, 294, 326, 539, 851

A personal narrative.

PE/TE: 121, 149, 162, 166-173, 281, 301, 553, 724, 827, 867

Add'l TE: 146, 277, 519, 643

A narrative poem or song based on a modern hero.

PE/TE: Opportunities to address this activity may be found on the following pages: 138, 209, 306, 319, 373, 379, 420-425, 446, 450, 521, 560, 636, 700

Add'l TE: 165, 559

An historical account.

PE/TE: Opportunities to address this activity may be found on the following pages: 394, 542

A parody of a particular narrative style e.g. fable, soap opera.

PE/TE: 295; see also 328, 380, 734-739, 852

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368, 394, 543

Add'l TE: 89, 144

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;

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 394, 543

Add'l TE: 144

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368, 394, 543

Add'l TE: 144

E2d.4 includes relevant information;

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368, 394, 543

Add'l TE: 144

E2d.5 excludes extraneous information;

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368, 394, 543

Add'l TE: 144

E2d.6 anticipates problems, mistakes, and

misunderstandings that might arise for the reader;

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368, 394, 543

Add'l TE: 144

E2d.7 provides a sense of closure to the writing.

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368, 394, 543

Add'l TE: 144

Examples of narrative procedures include:

A set of rules for organizing a class meeting.

PE/TE: Opportunity to address this activity may be found on the following page: 543

A set of instructions for playing computer games.

TE: Opportunity to address this activity may be found on the following page: 144

A set of instructions for using media technology.

TE: Opportunity to address this activity may be found on the following page: 144

A report of a mathematical investigation.

PE/TE: Opportunities to address this activity may be found on the following pages: 210, 614

Add'l TE: 220

A set of instructions for conducting searches on the web.

PE/TE: Opportunities to address this activity may be found on the following pages: 1048-1049

Add'l TE: 144

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

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;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

E2e.4 includes appropriate information and arguments;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

E2e.5 excludes information and arguments that are irrelevant;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

E2e.6 anticipates and addresses reader concerns and counter-arguments;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

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

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

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

PE/TE: 49, 62, 219, 301, 340-347, 394, 638, 711, 752, 778, 920, 1042-1043

Add'l TE: 26

Examples of persuasive essays include:

A position paper.

PE/TE: 340-347, 1042-1043

A problem-solution paper.

PE/TE: Opportunities to address this activity may be found on the following pages: 340-347, 1039

Opening statement for a debate.

PE/TE: Opportunities to address this activity may be found on the following pages: 150, 282

Add'l TE: 26

An evaluation of a product or a policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 103, 171, 259, 345, 505, 663, 801, 989

A critique of a public policy.

PE/TE: 340-347, 1042-1043

An editorial on a current issue that uses reasoned arguments to support an opinion.

PE/TE: Opportunities to address this activity may be found on the following pages: 49, 219, 230, 301, 340-347, 394, 752, 778, 920, 1042-1043

E2f: The student produces a reflective essay that:

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

PE/TE: 90, 252, 281, 565, 827, 852

E2f.2 analyzes a condition or situation of significance;

PE/TE: 90, 252, 281, 565, 827, 852

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

PE/TE: 90, 252, 281, 565, 827, 852

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

PE/TE: 90, 252, 281, 565, 827, 852

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

PE/TE: 90, 252, 281, 565, 820, 827, 852

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

PE/TE: 90, 252, 281, 565, 827, 852

Examples of reflective essays include:

An analysis of the significance of a proverb or quotation.

PE/TE: 252, 820, 933

A report about a concrete occasion and its implications over time.

PE/TE: 90, 281, 565, 827

An essay comparing a school issue to broader societal concerns.

PE/TE: 252

A paper explaining how some experiences, conditions, or concerns have universal significance.

PE/TE: Opportunities to address this activity may be found on the following pages: 281, 565, 827

A self-reflective essay evaluating a portfolio to be submitted.

PE/TE: Opportunities to address this activity may be found on the following pages: 175, 349, 509, 667, 805, 993

A comparison of a scene from a work of fiction with a lesson learned from a personal experience.

PE/TE: 240, 565, 852

A paper about a common childhood experience from a more adult perspective.

PE/TE: Opportunities to address this activity may be found on the following pages: 90, 565

Grade 10 - 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.

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

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

PE/TE: 247, 395, 650, 821

Add'l TE: 13i, 43, 97, 118, 541, 576, 779

E3a.2 asks relevant questions;

PE/TE: 247, 395, 650, 821

Add'l TE: 13i, 43, 97, 118, 541, 576, 779

E3a.3 responds to questions with appropriate elaboration;

PE/TE: 247, 395, 650, 821

Add'l TE: 13i, 43, 97, 118, 541, 576, 779

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

PE/TE: 247, 395, 650, 821

Add'l TE: 13i, 43, 97, 118, 541, 576, 779

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

PE/TE: 247, 395, 650, 821

Add'l TE: 13i, 43, 97, 118, 541, 576, 779

*Examples of one-to-one interactions include:
Analytical discussion of movies or television programs in a one to one situation.*

PE/TE: Opportunities to address this activity may be found on the following pages: 91, 210, 395, 543, 694, 885, 921

Add'l TE: 859, 949

Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 100-105, 166-173, 256-261, 340-347, 420-425, 500-507, 584-589, 658-665, 734-739, 796-803, 894-899, 984-991

Assessment interview by a teacher about an author or book.

PE/TE: Opportunities to address this activity may be found on the following pages: 100-105, 174-175,

256-261, 348-349, 508-509, 584-589, 666-667, 804-805, 894-899, 992-993

Discussion of portfolio artifacts.

PE/TE: Opportunities to address this activity may be found on the following pages: 175, 349, 509, 667, 805, 993

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

E3b.1 displays appropriate turn-taking behaviors;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.2 actively solicits another person’s comment or opinion;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.3 offers own opinion forcefully without dominating;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.4 responds appropriately to comments and questions;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.6 gives reasons in support of opinions expressed;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

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);

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

E3b.9 divides labor so as to achieve the overall group goal efficiently.

PE/TE: 31, 38, 49, 62, 80, 90, 121, 122, 149, 150, 209, 230, 240, 246, 252, 295, 302, 306, 315, 368, 373, 379, 394, 409, 439, 450, 458, 486, 509, 521, 542, 553, 561, 565, 566, 578, 579, 605, 620, 629, 636, 649, 667, 680, 693, 700, 724, 759, 769, 778, 787, 793, 805, 816, 827, 853, 867, 884, 920, 933, 934, 979, 980

Add'l TE: 13i, 26, 79, 88, 139, 177i, 193, 200, 227, 336, 351i, 388, 406, 418, 482, 496, 511i, 520, 527, 582, 648, 655, 669i, 732, 807i, 892, 957, 965

Examples of activities involving group meetings include:

Develop and negotiate a classroom rubric.

PE/TE: Opportunities to address this activity may be found on the following pages: 104, 173, 260, 347, 424, 507, 588, 665, 738, 803, 898, 991

Add'l TE: See also all pages with rubrics for evaluating activities.

Engage in classroom town meetings.

PE/TE: Opportunities to address this activity may be found on the following pages: 150, 281, 282, 295, 636, 700, 841

Add'l TE: 26, 177i, 511i, 816

Participate in book talks with other students.

PE/TE: See all Responding Options and most Reflect and Assess pages: 31, 38, 49, 62, 63, 80, 81, 90, 121, 131, 132, 136, 138, 149, 162, 174-175, 195, 196, 209, 219, 220, 230, 240, 246, 252, 281, 282, 295, 301, 302, 306, 315, 319, 328, 348-349, 368, 371, 373, 377, 379, 394, 409, 439, 442, 446, 450, 458, 470, 486, 508, 521, 542, 553, 560, 565, 578, 605, 613, 617, 620, 629, 633, 636, 649, 666-667, 680, 693, 698, 700, 711, 724, 752, 759, 769, 778, 786, 792, 820, 827, 841, 852, 867, 884, 920, 933, 979

Work as part of a group to solve a complex mathematical task.

PE/TE: Opportunities to address this activity may be found on the following pages: 210, 614

Add'l TE: 220

Role-play to understand better a certain historical event.

PE/TE: Opportunities to address this activity may be found on the following pages: 32, 39, 62, 121, 174, 368, 373, 439, 471, 621, 787

Add'l TE: 227; see also 47, 193, 200, 351i, 388, 406, 816, 965

Participate in peer writing response groups.

PE/TE: 103, 171, 259, 345, 423, 505, 587, 663, 737, 801, 897, 989, 1020-1021

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

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

PE/TE: 32, 50, 91, 150, 209, 210, 241, 316, 395, 409, 459, 554, 629, 694, 770, 821, 828, 922; see also 131, 174, 319, 884

Add'l TE: 13i, 144, 177i, 279, 520, 648; see also 228

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

PE/TE: 32, 50, 91, 150, 209, 210, 241, 316, 395, 409, 459, 554, 629, 694, 770, 821, 828, 922; see also 131, 174, 319, 884

Add'l TE: 13i, 144, 177i, 279, 520, 648; see also 228

E3c.3 uses notes or other memory aids to structure the presentation;

PE/TE: 32, 50, 91, 150, 209, 210, 241, 316, 395, 409, 459, 554, 629, 694, 770, 821, 828, 922; see also 131, 174, 319, 884

Add'l TE: 13i, 144, 177i, 279, 520, 648; see also 228

E3c.4 develops several main points relating to a single thesis;

PE/TE: 32, 50, 91, 150, 209, 210, 241, 316, 395, 409, 459, 554, 629, 694, 770, 821, 828, 922; see also 131, 174, 319, 884

Add'l TE: 13i, 144, 177i, 279, 520, 648; see also 228

E3c.5 engages the audience with appropriate verbal cues and eye contact;

PE/TE: 32, 50, 91, 150, 209, 210, 241, 316, 395, 409, 459, 554, 629, 694, 770, 821, 828, 922; see also 131, 174, 319, 884

Add'l TE: 13i, 144, 177i, 279, 520, 648; see also 228

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

PE/TE: 32, 50, 91, 150, 209, 210, 241, 316, 395, 409, 459, 554, 629, 694, 770, 821, 828, 922; see also 131, 174, 319, 884

Add'l TE: 13i, 144, 177i, 279, 520, 648; see also 228

Examples of presentations include:

An individual talk which 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 a historical event, or constructing different types of argument, all supporting a particular policy).

PE/TE: 32, 50, 209, 210, 241, 316, 459, 770, 821

Add'l TE: 13i, 144, 177i, 279

A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.

PE/TE: 629

Add'l TE: 177i, 511i

A forum discussion during which audience members question and respond to panelists during a presentation.

PE/TE: 629

Add'l TE: 177i, 511i

A simulated congress (e.g., Model United Nations) in which each participant "represents" the interests of a particular constituency.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other speaking assignments.

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

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 106-107, 210, 253, 316, 426-427, 521, 694, 828, 853

Add'l TE: 688, 859

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 106-107, 210, 253, 316, 373, 426-427, 521, 694, 828, 853

Add'l TE: 688

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 106-107, 210, 253, 316, 373, 395, 426-427, 521, 543, 694, 853, 885, 921

Add'l TE: 688, 859, 949

E3d.4 defines the role of advertising as part of media presentation.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 106-107, 209, 253, 681, 740-741

Add'l TE: 511i

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.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other viewing assignments.

Summarize patterns of media exposure in writing or in an oral report.

PE/TE: Opportunities to address this activity may be found on the following pages: 106-107, 253, 740-741

Analyze the appeal of popular television shows and films for particular audiences.

PE/TE: 316, 543, 694

Explain the use of "propaganda techniques" (e.g., bandwagon, glittering generalities, celebrity) in television commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 106-107, 253, 426-427, 681, 740-741

Add'l TE: 511i

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

E3e.1 takes notes on salient information;

PE/TE: All individual speaking activities may be used to meet this Performance Benchmark.

Add'l TE: 79, 144; see also 482

E3e.2 identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 150, 209

E3e.3 accurately summarizes the essence of each speaker's remarks; formulates a judgment about the issues under discussion.

TE: Opportunities to address this Performance Benchmark may be found on the following pages: 79, 144

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.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other speaking assignments.

Make a report detailing testimony from a local trial.

PE/TE: Opportunity to address this activity may be found on the following page: 209

Analyze an address by a political leader.

TE: Opportunity to address this activity may be found on the following page: 482

Grade 10 - E4 Conventions, Grammar, and Usage of the English Language

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

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:

E4a.1 grammar;

PE/TE: 105, 261, 425, 507, 665, 735, 739, 1058-1060, 1061-1067, 1068-1075, 1076-1080, 1081-1084

Add'l TE: 34, 73, 87, 116, 128, 157, 203, 224, 245, 276, 288, 299, 310, 359, 386, 398, 454, 462, 480, 516, 548, 572, 598, 610, 624, 647, 675, 717, 749, 765, 825, 834, 849, 925, 945

E4a.2 paragraph structure;

PE/TE: 663, 734-735, 1026-1027

E4a.3 punctuation;

PE/TE: 173, 425, 589, 991, 1089-1097

Add'l TE: 55, 189, 202, 215, 323, 462, 531, 624, 684, 775, 782, 860, 908

E4a.4 sentence construction;

PE/TE: 505, 665, 735, 1058-1060

Add'l TE: 48, 73, 276, 288, 299, 548, 610, 708, 765, 834, 872, 945

E4a.5 spelling;

PE/TE: All writing assignments may be used to address this Performance Benchmark.

E4a.6 usage.

PE/TE: 105, 171, 173, 261, 347, 425, 507, 589, 665, 735, 739, 991, 1058-1060, 1061-1067, 1068-1075, 1076-1080, 1081-1084, 1085-1088, 1089-1097

Add'l TE: 23, 34, 55, 87, 116, 157, 189, 202, 276, 288, 299, 310, 323, 359, 480, 531, 647, 675, 684, 708, 717, 765, 775, 782, 825, 849, 860, 8762, 908, 925, 945

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.

PE/TE: All writing assignments may be used to demonstrate this activity. See especially all Writing Workshop pages: 100-105, 166-173, 256-261, 340-347, 420-425, 500-507, 584-589, 658-665, 734-739, 796-803, 894-899, 984-991

Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.

PE/TE: 104-105, 172-173, 260-261, 346-347, 424-425, 506-507, 588-589, 664-665, 738-739, 802-803, 898-899, 990-991

Observe the conventions of language during formal oral presentations.

PE/TE: Opportunities to address this activity may be found with all speaking activities and on the following pages: 104-105, 172-173, 260-261, 346-347, 424-425, 506-507, 588-589, 664-665, 738-739, 802-803, 898-899, 990-991

Demonstrate use of a variety of sentence patterns for stylistic effects.

PE/TE: 101, 425, 801

Add'l TE: 73, 86, 127, 142, 216, 288, 299, 548, 572, 675, 872

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:

E4b.1 adding or deleting details;

PE/TE: 101-104, 169-172, 258-260, 342, 344-346, 423-424, 504-506, 587-588, 662-664, 737-738, 800-802, 894-898, 986-987, 989-990

E4b.2 adding or deleting explanations;

PE/TE: 102-104, 169-172, 258-260, 345-346, 504-506, 587-588, 662-664, 737-738, 800-802, 894-898, 989-990

E4b.3 clarifying difficult passages;

PE/TE: 101-104, 169-172, 258-260, 342, 344-346, 423-424, 504-506, 587-588, 662-664, 737-738, 800-802, 894-898, 986-987, 989-990

E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;

PE/TE: 104, 172, 260, 345-346, 423-424, 505-506, 587-588, 662-664, 736-738, 800-802, 897-899, 990

E4b.5 sharpening the focus;

PE/TE: 104, 172, 259-260, 344-346, 422-424, 502, 506, 587-588, 661, 664, 736-738, 800-802, 896-898, 987, 989-990

E4b.6 reconsidering the organizational structure;

PE/TE: 104, 171-172, 257, 260, 345-346, 423, 503, 505-506, 588, 663, 737-738, 800-802, 897-898, 988-990

E4b.7 rethinking and/or rewriting the piece in light of different audience and purposes.

PE/TE: 104, 169, 172, 260, 343, 346, 424, 503, 506, 588, 661, 664, 738, 799, 802, 898, 990

Add'l TE: 311

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.

PE/TE: 103-104, 171-172, 259-260, 345-346, 423-424, 505-506, 587-588, 662-664, 737-738, 801-802, 897-898, 989-990

Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.

PE/TE: 102-105, 170-173, 259-261, 344-347, 423-425, 504-507, 587-589, 662-665, 737-739, 800-803, 897-899, 989-991

Critique the writing or presentation of a peer.

PE/TE: 103, 171, 259, 345, 423, 505, 587, 663, 801, 897, 989

Describe the reasons for stylistic choices made as a writer or presenter.

PE/TE: 102-104, 170-172, 258-260, 344-346, 423-424, 504-506, 587-588, 662-664, 737-738, 800-802, 897-898, 988-990

Produce a series of papers on the same topic, each serving a different purpose.

PE/TE: 100-105, 166-173, 256-261, 500-507, 584-589, 734-739, 796-803, 894-899

Grade 10 - E5 Literature

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

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

E5a.1 makes thematic connections among literary texts, public discourse, and media;

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See especially the following pages for examples: 18-29, 33-37, 40-48, 51-61, 67-79, 83-89; 110-119, 120, 124-130, 135-137, 140-148, 151-161; 266-280, 284-294, 297-300, 303-305, 308-313, 317-318, 321-327, 330-339; 354-357, 370-372, 375-378, 381-391, 396-408, 411-419; 514-520, 523-541, 545-552, 556-559, 562-564, 567-576, 577, 580-583; 672-679, 682-692, 696-699, 702-710, 713-723, 727-733; 810-819, 823-826, 829-839, 840, 844-851, 855-866, 869-883, 886-893

E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;

PE/TE: 31, 38, 49, 63, 81, 90, 100-105, 121, 122, 132, 149, 162, 174-175, 195, 196, 209, 220, 240, 246, 252, 256-261, 282, 295, 301, 306, 315, 319, 328, 348-349, 368, 373, 379, 394, 409, 439, 446, 450, 458, 471, 486, 508, 521, 542, 554, 560, 565, 578, 584-589, 606, 613, 620, 630, 636, 650, 666-667, 680, 693, 700, 712, 725, 752, 770, 786, 793, 804, 821, 827, 842, 853, 867, 885, 894-899, 921, 934, 980

Add'l TE: 35, 46, 54, 55, 58, 85, 94, 119, 126, 137, 145, 156, 157, 158, 159, 184, 185, 188, 192, 203, 204, 206, 213, 214, 215, 216, 224, 228, 234, 235, 244, 245, 251, 268, 271, 272, 274, 275, 277, 288, 289, 291, 300, 304, 311, 312, 318, 323, 324, 358, 364, 365, 385, 386, 389, 390, 401, 403, 406, 432, 444, 455, 456, 463, 465, 466, 467, 468, 483, 485, 517, 518, 519, 520, 527, 529, 530, 535, 536, 537, 548, 549, 551, 559, 569, 570, 571, 598, 599, 602, 603, 616, 618, 624, 628, 633, 634, 635, 643, 644, 646, 676, 678, 686, 688, 691, 699, 705, 708, 716, 717, 719, 747, 750, 751, 755, 756, 757, 758, 764, 774, 775, 776, 784, 785, 790, 791, 815, 837, 848, 860, 866, 874, 878, 916, 927, 953, 956, 957

E5a.3 analyzes the characteristics of literary forms and genres;

PE/TE: 16-17, 38, 49, 51, 65-66, 90, 133-134, 149, 162, 175, 180-181, 196, 321, 328, 375, 376, 379, 394, 409, 458, 509, 521, 556, 557, 565, 620, 667, 693, 703, 759, 804, 867, 921, 937, 992-993

Add'l TE: 20, 21, 28, 54, 56, 58, 71, 85, 94, 112, 128, 136, 137, 153, 158, 187, 214, 226, 250, 300, 312, 325, 357, 362, 385, 403, 449, 497, 518, 537, 679, 698, 715, 773, 866, 882, 914, 927, 929, 941

E5a.4 evaluates literary merit;

PE/TE: 81, 100-105, 122, 132, 195, 256-261, 307, 329, 369, 439, 459, 471, 487, 508-509, 543, 579, 584-589, 606, 614, 666-667, 681, 694, 711, 779, 821, 842, 853, 868, 894-899, 934

Add'l TE: 207, 278, 293, 376, 391, 418, 475, 571, 817, 847, 918

E5a.5 explains the effect of point of view;

PE/TE: 240, 282, 349, 521, 542, 606, 630, 725, 786
Add'l TE: 28, 46, 202, 234, 273, 403, 465, 572, 602, 603, 717, 719, 720, 776

E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;

PE/TE: 33, 110, 266, 303, 594, 923
Add'l TE: 58, 115, 116, 137, 188, 189, 203, 206, 227, 236, 364, 366, 390, 400, 402, 408, 433, 457, 519, 541, 590, 626, 675, 715, 740, 749, 765, 825, 878

E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism;

PE/TE: 81, 122, 131, 135, 138, 209, 319, 373, 379, 446, 450, 471, 508, 554, 560, 632, 636, 650, 666, 680, 700, 712, 713, 793, 805, 821

(continued on next page)

Add'l TE: 20, 24, 25, 36, 42, 53, 58, 70, 71, 73, 74, 79, 115, 126, 136, 137, 153, 187, 188, 190, 192, 203, 204, 206, 207, 215, 217, 224, 234, 268, 269, 271, 272, 274, 275, 304, 305, 318, 323, 324, 361, 371, 372, 377, 378, 399, 402, 403, 406, 442, 443, 444, 449, 530, 549, 551, 558, 559, 564, 569, 570, 572, 596, 599, 603, 617, 618, 624, 625, 627, 628, 633, 634, 635, 640, 643, 644, 646, 674, 676, 689, 697, 698, 699, 716, 719, 750, 756, 790, 791, 812, 814, 815, 817, 839, 848, 849, 851, 860, 877, 916, 945, 949, 951, 956, 974

E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;

PE/TE: 40, 196, 252, 295, 296, 486, 613, 636, 696, 712, 827

Add'l TE: 42, 53, 60, 154, 206, 213, 215, 245, 250, 268, 286, 287, 289, 290, 291, 293, 406, 454, 455, 476, 477, 484, 485, 519, 610, 625, 705, 707, 825

E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances;

PE/TE: 246, 348, 578, 725, 770, 885, 980

Add'l TE: 21, 24, 25, 44, 193, 194, 217, 225, 244, 245, 277, 299, 404, 478, 520, 643, 764, 767, 768, 783, 784, 785, 837, 944, 954, 972

E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional);

PE/TE: 40, 196, 252, 295, 296, 486, 613, 636, 696, 712, 827

Add'l TE: 42, 53, 60, 154, 206, 213, 215, 245, 250, 268, 286, 287, 289, 290, 291, 293, 406, 454, 455, 476, 477, 484, 485, 519, 610, 625, 705, 707, 825

E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 18-29, 33-37, 51-61, 67-79, 110-119, 140-148, 198-208, 211-218, 232-238, 266-280, 297-300, 308-313, 488-499, 545-552, 744-751, 772-777, 789-792, 855-866, 904-919, 936-978

Examples of responding to literature include:

Analyze stereotypical characters in popular fiction.

PE/TE: Opportunities to address this activity may be found on the following pages: 486

Add'l TE: 481, 484

Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.

PE/TE: 133-134, 135, 138, 303, 306, 319, 373, 379, 446, 450, 557, 560, 584-589, 632, 636, 667, 700, 759, 792, 793

Add'l TE: 136, 137, 304, 305, 318, 371, 372, 442, 443, 444, 558, 559, 617, 618, 633, 634, 635, 697, 698, 699, 756, 757, 790, 791

Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.

PE/TE: 31, 174-175, 307, 348-349, 508-509, 804-805, 842

Compare two different video presentations of a literary work.

PE/TE: 543, 921; see also 395, 543, 694

Add'l TE: 949

Compare two works written in different time periods on the same topic or theme.

PE/TE: 31, 81, 91, 122, 139, 163, 174-175, 219, 302, 307, 348-349, 410, 447, 459, 471, 508-509, 522, 553, 621, 666-667, 694, 724, 787, 804-805, 853, 885, 920, 992-993

Evaluate the persona of the writer.

PE/TE: 52, 306, 744

Add'l TE: 477, 616

Compare two literary texts that share a similar theme.

PE/TE: 31, 81, 91, 122, 139, 163, 174-175, 219, 302, 307, 348-349, 410, 447, 459, 471, 508-509, 522, 553, 621, 666-667, 694, 724, 787, 804-805, 853, 885, 920, 992-993

Analyze the author's point of view toward an issue raised in one of an author's works.

PE/TE: 18-29, 33-37, 51-61, 67-79, 110-119, 140-148, 198-208, 211-218, 232-238, 266-280, 297-300, 308-313, 488-499, 545-552, 744-751, 772-777, 789-792, 855-866, 904-919, 936-978

Analyze the literary, cultural, and social context of a literary work.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 18-29, 33-37, 51-61, 67-79, 110-119, 140-148, 198-208, 211-218, 232-238, 266-280, 297-300, 308-313, 488-499, 545-552, 744-751, 772-777, 789-792, 855-866, 904-919, 936-978

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

PE/TE: 31, 90, 38, 49, 62, 90, 121, 131, 138, 149, 150, 162, 166-173, 195, 209, 246, 252, 281, 295, 296, 301, 306, 315, 319, 328, 368, 373, 379, 420-425, 446, 450, 486, 542, 553, 560, 565, 605, 629, 636, 693, 700, 711, 724, 734-739, 769, 796-803, 820, 827, 852, 867

Add'l TE: 53, 146, 154, 165, 277, 294, 326, 496, 511i, 519, 539, 559, 582, 643, 669i, 731, 851

*Examples of literary genres include:
A reflective essay.*

PE/TE: 90, 252, 281, 565, 827, 852

A memoir.

PE/TE: 121, 149, 162, 166-173, 281, 301, 553, 724, 827, 867

Add'l TE: 146, 277, 519, 643

A short story.

PE/TE: 38, 49, 121, 131, 315, 328, 605, 629, 693, 734-739, 769, 867

Add'l TE: 53, 294, 326, 539, 851

A short play.

PE/TE: 62, 131, 150, 195, 246, 296, 301, 368, 486, 542, 711, 796-803, 820

Add'l TE: 496, 511i, 582, 669i

A poem.

PE/TE: 138, 209, 306, 319, 373, 379, 420-425, 446, 450, 560, 605, 636, 700

Add'l TE: 165, 559

A vignette.

PE/TE: 31, 90, 209, 295, 379, 565

Add'l TE: 154, 731

Grade 10 - 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.

The following pages generally refer to informational texts.

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

E6a.1 effective use of argument;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 140-148, 222-229, 248-251, 297-300, 340-347, 1042-1043

E6a.2 use of the power of anecdote;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 140-148, 222-229, 297-300, 308-313, 562-564, 772-777, 823-826, 1042

E6a.3 anticipation of counter claims;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 140-148, 222-229, 248-251, 297-300, 343, 1043

E6a.4 appeal to audiences both friendly and hostile to the position presented;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 222-229, 248-251, 297-300, 340-347, 823-826, 1042

E6a.5 use of emotionally laden words and imagery;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 222-229, 248-251, 297-300, 308-313, 562-564, 772-777, 823-826

E6a.6 citing of appropriate references or authorities.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 222-229, 297-300, 342, 1042

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

Analyze a political speech.

PE/TE: Opportunity to address this activity may be found on the following page: 314

Evaluate an editorial.

PE/TE: Opportunities to address this activity may be found on the following pages: 823-826

Examine campaign literature to determine underlying assumptions.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Examine a range of articles published in a magazine or newspaper and drawing inferences about the political stance of that magazine or newspaper.

PE/TE: Opportunities to address this activity may be found on the following pages: 106-107

E6b The student produces public documents, in which the student:

E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;

PE/TE: 340-347, 1042-1043

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;

PE/TE: 340-347

E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;

PE/TE: 340-347, 1042

E6b.4 uses a range of strategies to appeal to readers.

PE/TE: 340-347, 1042-1043

Examples of public documents include:

A proposal for changing an existing social or school policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 301, 368, 778

An analysis of a state policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 340-347, 778

A policy statement that closely examines a significant public policy and proposes change.

PE/TE: Opportunities to address this activity may be found on the following pages: 301, 340-347, 778

A letter to an elected official taking a position on an issue or concern.

PE/TE: Opportunities to address this activity may be found on the following pages: 49, 301, 340-347, 629

A press release announcing a policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 49, 301, 340-347, 700, 778

Grade 10 - 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 issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

The following pages generally refer to informational texts.

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

E7a.1 visual appeal, e.g. format, graphics, white space, headers;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 106-107, 1053-1054

E7a.2 logic of the sequence in which the directions are given;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 246, 1040

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

Analyze a manual.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity

may be found in other assignments based on informational texts.

Analyze a contract.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Evaluate a loan application.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Critique tax documents.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

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

E7b.1 reports, organizes, and conveys information and ideas accurately;

PE/TE: 394, 543

Add'l TE: See also 89, 144

E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;

PE/TE: 394, 543

Add'l TE: See also 144

E7b.3 anticipates readers' problems, mistakes, and misunderstandings;

PE/TE: 394, 543

Add'l TE: See also 89, 144

E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;

PE/TE: 394, 543

Add'l TE: See also 89, 144

E7b.5 establishes a persona that is consistent with the document's purpose;

PE/TE: 394, 543

Add'l TE: See also 89, 144

E7b.6 employs word choices that are consistent with the persona and appropriate for the intended audience.

PE/TE: 394, 543

Add'l TE: See also 89, 144

Examples of functional documents include:

A summary of a meeting.

PE/TE: Opportunity to address this activity may be found on the following page: 240

A manual.

TE: Opportunity to address this activity may be found on the following page: 89

A proposal

PE/TE: Opportunities to address this activity may be found on the following pages: 62, 368

A set of instructions.

PE/TE: 394, 543

Add'l TE: See also 89, 144

A recommendation.

PE/TE: Opportunities to address this activity may be found on the following pages: 340-347

A web site.

PE/TE: Opportunity to address this activity may be found on the following page: 1048

Grade 11

Grade 11 - E1 Reading

Reading is a process which 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.

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 eleven (1050L-1300L). 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.

All reading selections may be used to teach this Content Standard. See especially the following pages for examples.

Traditional and contemporary fiction and non-fiction:

PE/TE: 22-28, 38-43, 46-50, 53-62, 63, 80-85, 88-95, 96-97, 101-105, 108-114, 117-123, 127-129, 154-157, 168-180, 184-193, 206-210, 211-212, 216-220, 223-225, 229-231, 234-240, 276-287, 291-294, 297-307, 308, 335-343, 356-363, 364-365, 376-389, 392-400, 404-414, 417-427, 446-454, 464-473, 474, 491-497, 514-518, 521-527, 530-538, 541-550, 551-552, 556-572, 575-579, 605-618, 619, 623-625, 628-639, 642-649, 680-698, 703-712, 713-714, 717-730, 733-743, 782-786, 787-788, 791-795, 805-807, 827-832, 835-842, 853-862, 889-893, 912-918, 929-932, 937-944, 945-946, 956-959, 984-991, 992-993, 996-1005, 1040-1050, 1060-1068, 1071-1075, 1088-1095, 1098-1107, 1119-1125

Different literary forms and writers:

• Fiction

PE/TE: 22-28, 38-43, 46-50, 53-62, 127-129, 184-193, 211-212, 276-287, 335-343, 356-363, 376-389, 392-400, 404-414, 417-427, 464-473, 514-518, 521-527, 541-550, 556-572, 575-579, 605-618, 623-625, 628-639, 642-649, 680-698, 703-712, 717-730, 733-743, 827-832, 835-842, 853-862, 889-893, 912-918, 937-944, 956-959, 996-1005, 1040-1050, 1071-1075, 1088-1095, 1098-1107

• Poetry

PE/TE: 31-35, 66-67, 148-151, 243-249, 252-253, 272-273, 294, 312-319, 322-325, 328-332, 369-373, 458-461, 497, 500-501, 598-602, 650, 654-655, 668-672, 675-677, 746-747, 766-769, 772-774, 777-779, 799-802, 820-824, 845-849, 882-886, 922-924, 933-934, 949-953, 979-981, 1009-1017, 1020-1021, 1053-1057, 1108-1109, 1113-1116

• Drama

PE/TE: 477-488, 866-879, 972-976

Add'l TE: See also all Literary Connections recommendations: 15e, 141e, 265e, 439e, 591e, 759e, 905e, 1033e

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

Maintain an annotated list of works read.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 15e, 141e, 265e, 439e, 591e, 759e, 905e, 1033e

Generate a reading log or journal.

PE/TE: 5, 22, 29, 35, 40, 44, 46, 51, 53, 64, 85, 98, 101, 106, 108, 115, 124, 138-139, 152, 158, 166, 168, 181, 213, 216, 221, 223, 227, 232, 241, 250, 262-263, 274, 288, 291, 295, 309, 320, 326, 333, 366, 374, 376, 390, 401, 404, 415, 436-437, 455, 459, 462, 464, 475, 489, 498, 519, 528, 539, 553, 554, 573, 588-589, 599, 603, 605, 620, 626, 628, 640, 642, 651, 669, 671, 673, 676, 678, 680, 700, 703, 715, 717, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 791, 796, 800, 803, 821, 825, 833, 843, 850, 863, 866, 880, 887, 902-903, 919, 927, 932, 935, 947, 951, 954, 977, 982, 985, 994, 996, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1096, 1110, 1117, 1134-1135

Participate in formal and informal book talks.

PE/TE: See all Responding Options and Reflect and Assess pages: 29, 35, 44, 51, 64, 85, 98, 106, 115, 124, 138-139, 152, 158, 166, 181, 213, 221, 227, 232, 241, 250, 262-263, 274, 288, 295, 309, 320, 326, 333, 366, 374, 390, 401, 415, 436-437, 455, 459, 462, 475, 489, 498, 519, 528, 539, 553, 554, 573, 588-589, 599, 603, 620, 626, 640, 651, 671, 673, 676, 678, 700, 715, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 796, 803, 825, 833, 843, 850, 863, 880, 887, 902-903, 919, 927, 932, 935, 947, 951, 954, 977, 982, 994, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1096, 1110, 1117, 1134-1135

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:

E1b.1 makes and supports warranted and responsible assertions about the texts;

PE/TE: 29, 35, 44, 51, 64, 65, 85, 86, 98, 106, 115, 124, 138-139, 152, 158, 166, 181, 213, 221, 227, 232, 241, 250, 262-263, 274, 275, 288, 295, 309, 320, 326, 333, 344-349, 366, 367, 374, 390, 401, 415, 436-437, 455, 459, 462, 475, 489, 498, 502-507, 519, 528, 539, 553, 554, 573, 574, 588-589, 599, 603, 620, 626, 627, 640, 651, 656-661, 671, 673, 676, 678, 700, 715, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 796, 803, 808-813, 825, 833, 843, 850, 863, 880, 887, 902-903, 919, 923, 927, 932, 935, 947, 951, 954, 977, 982, 994, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1076-1081, 1096, 1110, 1117, 1134-1135

Add'l TE: 24, 26, 27, 32, 33, 38, 39, 41, 42, 48, 49, 50, 55, 56, 57, 58, 68-73, 82, 83, 84, 90, 94, 95, 105, 111, 113, 114, 119, 120, 150, 151, 156, 162, 164, 172, 174, 175, 208, 210, 219, 225, 2230, 231, 236, 238, 245, 246, 273, 279, 280, 281, 283, 284, 286, 287, 293, 299, 300, 301, 302, 303, 304, 305, 306, 314, 315, 316, 317, 318, 323, 324, 325, 330, 331, 332, 340, 358, 359, 360, 362, 370, 371, 372, 373, 380, 382, 385, 386, 395, 396, 397, 398, 399, 406, 408, 410, 412, 413, 414, 449, 450, 451, 453, 460, 467, 468, 469, 470, 480, 482, 483, 484, 486, 493, 494, 495, 496, 516, 522, 524, 532, 535, 536, 537, 543, 546, 548, 558, 559, 560, 562, 564, 565, 571, 572, 600, 607, 608, 609, 610, 612, 614, 616, 625, 630, 631, 632, 634, 635, 638, 645, 647, 648, 670, 677, 683, 686, 689, 690, 692, 694, 698, 706, 710, 712, 719, 720, 722, 726, 727, 730, 735, 740, 742, 743, 768, 774, 779, 785, 793, 794, 801, 802, 821, 822, 824, 838, 840, 847, 848, 854, 856, 857, 860, 868, 869, 870, 872, 874, 878, 883, 915, 917, 924, 925, 930, 931, 938, 939, 940, 942, 943, 952, 953, 974, 981, 991, 998, 1001, 1002, 1003, 1005, 1015, 1042, 1044, 1047, 1049, 1054, 1056, 1057, 1090, 1092, 1093, 1094, 1095, 1100, 1102, 1103, 1104, 1106, 1115, 1116

E1b.2 supports assertions with elaborated and convincing evidence;

PE/TE: 29, 35, 44, 51, 64, 65, 85, 86, 98, 106, 115, 124, 138-139, 152, 158, 166, 181, 213, 221, 227, 232, 241, 250, 262-263, 274, 275, 288, 295, 309, 320, 326, 333, 344-349, 366, 367, 374, 390, 401, 415, 436-437, 455, 459, 462, 475, 489, 498, 502-507, 519, 528, 539, 553, 554, 573, 574, 588-589, 599, 603, 620, 626, 627, 640, 651, 656-661, 671, 673, 676, 678, 700, 715, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 796, 803, 808-813, 825, 833, 843, 850, 863, 880, 887, 902-903, 919, 923, 927, 932, 935, 947, 951, 954, 977, 982, 994, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1076-1081, 1096, 1110, 1117, 1134-1135

Add'l TE: 24, 26, 27, 32, 33, 38, 39, 41, 42, 48, 49, 50, 55, 56, 57, 58, 68-73, 82, 83, 84, 90, 94, 95, 105, 111, 113, 114, 119, 120, 150, 151, 156, 162, 164, 172, 174, 175, 208, 210, 219, 225, 2230, 231, 236, 238, 245, 246, 273, 279, 280, 281, 283, 284, 286, 287, 293, 299, 300, 301, 302, 303, 304, 305, 306, 314, 315, 316, 317, 318, 323, 324, 325, 330, 331, 332, 340, 358, 359, 360, 362, 370, 371, 372, 373, 380, 382, 385, 386, 395, 396, 397, 398, 399, 406, 408, 410, 412, 413, 414, 449, 450, 451, 453, 460, 467, 468, 469, 470, 480, 482, 483, 484, 486, 493, 494, 495, 496, 516, 522, 524, 532, 535, 536, 537, 543, 546, 548, 558, 559, 560, 562, 564, 565, 571, 572, 600, 607, 608, 609, 610, 612, 614, 616, 625, 630, 631, 632, 634, 635, 638, 645, 647, 648, 670, 677, 683, 686, 689, 690, 692, 694, 698, 706, 710, 712, 719, 720, 722, 726, 727, 730, 735, 740, 742, 743, 768, 774, 779, 785, 793, 794, 801, 802, 821, 822, 824, 838, 840, 847, 848, 854, 856, 857, 860, 868, 869, 870, 872, 874, 878, 883, 915, 917, 924, 925, 930, 931, 938, 939, 940, 942, 943, 952, 953, 974, 981, 991, 998, 1001, 1002, 1003, 1005, 1015, 1042, 1044, 1047, 1049, 1054, 1056, 1057, 1090, 1092, 1093, 1094, 1095, 1100, 1102, 1103, 1104, 1106, 1115, 1116

E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;

PE/TE: 29, 35, 44, 45, 64, 85, 98, 124, 138-139, 152, 159, 167, 182, 214, 221, 222, 232, 241, 251, 262-263, 275, 295, 310, 321, 326, 333, 334, 367, 402, 436-437, 455, 475, 489, 498, 519, 520, 553, 588-589, 603, 620, 626, 651, 652, 674, 715, 716, 732, 744, 756-757, 770, 771, 775, 776, 780, 781, 803, 808-813, 825, 843, 851, 863, 902-903, 927, 935, 947, 954, 982, 995, 1007, 1019, 1030-1031, 1058, 1069, 1111, 1117, 1118, 1134-1135

E1b.4 makes perceptive and well developed connections;

Personal connections:

PE/TE: 29, 35, 44, 51, 64, 85, 98, 106, 115, 124, 138-139, 152, 158, 166, 181, 213, 221, 227, 232, 241, 250, 262-263, 274, 288, 295, 309, 320, 326, 333, 366, 374, 390, 401, 415, 436-437, 455, 459, 462, 475, 489, 498, 519, 528, 539, 553, 554, 573, 588-589, 599, 603, 620, 626, 640, 651, 671, 673, 676, 678, 700, 715, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 796, 803, 825, 833, 843, 850, 863, 880, 887, 902-903, 919, 927, 932, 935, 947, 951, 954, 977, 982, 994, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1076-1081, 1096, 1110, 1117, 1134-1135

Connections to other texts and subject areas:

PE/TE: 29, 35, 44, 45, 52, 64, 65, 85, 86, 98, 99, 116, 124, 125, 138-139, 152, 159, 167, 182, 183, 214, 215, 221, 222, 232, 233, 241, 242, 251, 262-263, 275, 289, 295, 296, 310, 321, 326, 333, 334, 367, 368, 402, 436-437, 455, 457, 463, 475, 489, 498, 499, 519, 520, 540, 553, 554, 574, 588-589, 603, 604, 620, 626, 627, 651, 652, 674, 715, 716, 732, 744, 756-757, 770, 771, 775, 776, 780, 781, 803, 808-813, 825, 843, 851, 852, 863, 902-903, 927, 928, 935, 936, 947, 954, 955, 982, 983, 995, 1007, 1019, 1030-1031, 1058, 1059, 1069, 1097, 1111, 1117, 1118, 1134-1135

E1b.5 evaluates writing strategies and elements of the author's craft.

PE/TE: 30, 36, 44, 51, 64, 65, 68-73, 86, 99, 101, 106, 115, 125, 138-139, 152, 153, 158, 166, 174, 208, 210, 214, 222, 233, 241, 250, 262-263, 272, 275, 277, 289, 295, 310, 312, 320, 327, 333, 344-349, 367, 374, 375, 390, 402, 415, 416, 436-437, 456, 459, 462, 476, 490, 502-507, 529, 539, 554, 574, 588-589, 603, 604, 621, 627, 652, 656-661, 673, 676, 678, 701, 731, 744, 756-757, 770, 775, 780, 789, 797, 803, 808-813, 826, 851, 864, 880, 902-903, 920, 927, 935, 954, 977, 982, 995, 1007, 1018, 1030, 1052, 1059, 1069, 1096, 1111, 1134-1135

Add'l TE: 24, 25, 26, 27, 32, 33, 38, 39, 41, 48, 55, 58, 82, 84, 90, 94, 119, 162, 164, 172, 236, 273, 279, 280, 283, 284, 286, 299, 301, 302, 303, 304, 305, 306, 314, 315, 316, 317, 318, 324, 325, 330, 331, 340, 362, 370, 371, 372, 373, 381, 385, 398, 408, 410, 449, 450, 451, 460, 470, 482, 483, 487, 493, 494, 495, 496, 522, 524, 532, 536, 537, 543, 546, 548, 560, 599, 607, 608, 609, 612, 616, 631, 638, 670, 683, 686, 694, 706, 710, 727, 768, 785, 793, 794, 801, 802, 821, 822, 824, 838, 847, 848, 856, 869, 870, 872, 874, 883, 924, 930, 939, 952, 953, 974, 981, 1002, 1005, 1047, 1049, 1054, 1056, 1057, 1092, 1093, 1094, 1095, 1100, 1102, 1115

Examples of activities through which students might produce evidence of reading comprehension include: A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).

PE/TE: Opportunities to address this activity may be found on the following pages: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652, 702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189
Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

Construct a review of several works by a single author.

PE/TE: Opportunities to address this activity may be found on the following pages: 312-319; 356-365, 369-373; 598-602; 766-769; 820-829
Add'l TE: 759i

Construct a review of several archetypal characters or themes found in American literature.

PE/TE: All selections in *The Language of Literature* are arranged thematically. Most reflect archetypal themes and may be used to demonstrate this activity. See especially the following pages for examples: 22-28, 31-35, 37-43, 46-50, 53-62; 148-151, 154-157, 160-165; 206-210, 211-212, 216-220, 223-225, 234-238, 239-240, 243-249; 272-273, 276-287, 291-294, 297-307, 312-319; 356-363, 369-373, 376-389, 392-400, 404-414; 514-518, 521-527, 530-538, 541-550; 668-672, 675-677, 680-698; 820-824, 827-832, 835-842, 845-849, 853-862, 866-879; 972-976, 979-981, 984-991, 992-993

Add'l TE: 265i

Produce a literary response paper (as an example, describe the developments of American literature in the 17th, 18th, 19th, or 20th century).

PE/TE: 68-73, 221, 232, 250, 295, 344-349, 366, 475, 502-507, 656-661, 678, 731, 808-813, 954, 977, 994, 1058, 1076-1081

Produce a thesis based research report concentrating on American literature.

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189
Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

Participate in formal or informal book talks; e.g. Socratic seminars or literature circles pertaining to American literature.

PE/TE: See all Responding Options and Reflect and Assess pages: 29, 35, 44, 51, 64, 85, 98, 106, 115, 124, 138-139, 152, 158, 166, 181, 213, 221, 227, 232, 241, 250, 262-263, 274, 288, 295, 309, 320, 326, 333, 366, 374, 390, 401, 415, 436-437, 455, 459, 462, 475, 489, 498, 519, 528, 539, 553, 554, 573, 588-589, 599, 603, 620, 626, 640, 651, 671, 673, 676, 678, 700, 715, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 796, 803, 825, 833, 843, 850, 863, 880, 887, 902-903, 919, 927, 932, 935, 947, 951, 954, 977, 982, 994, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1096, 1110, 1117, 1134-1135

Create an annotated book list organized according to author, theme, or genre.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 15e, 141e, 265e, 439e, 591e, 759e, 905e, 1033e

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1 interprets and analyzes information;

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 63, 80-85, 88-95, 96-97, 101-105, 108-114, 117-123, 154-157, 168-180, 206-210, 216-220, 223-225, 229-231, 234-240, 291-294, 297-307, 364-365, 446-454, 491-497, 530-538, 551-552, 713-714, 782-786, 787-788, 791-795, 805-807, 929-932, 945-946, 984-991, 992-993, 1060-1068, 1119-1125. Report Writing: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652, 702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189

Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

E1c.2 relates new information to prior knowledge or experience;

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 63, 80-85, 88-95, 96-97, 101-105, 108-114, 117-123, 154-157, 168-180, 206-210, 216-220, 223-225, 229-231, 234-240, 291-294, 297-307, 364-365, 446-454, 491-497, 530-538, 551-552, 713-714, 782-786, 787-788, 791-795, 805-807, 929-932, 945-946, 984-991, 992-993, 1060-1068, 1119-1125. Report Writing: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652,

702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189

Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

E1c.3 extends ideas;

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 63, 80-85, 88-95, 96-97, 101-105, 108-114, 117-123, 154-157, 168-180, 206-210, 216-220, 223-225, 229-231, 234-240, 291-294, 297-307, 364-365, 446-454, 491-497, 530-538, 551-552, 713-714, 782-786, 787-788, 791-795, 805-807, 929-932, 945-946, 984-991, 992-993, 1060-1068, 1119-1125. Report Writing: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652, 702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189

Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

E1c.4 makes connections to related topics or information.

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 63, 80-85, 88-95, 96-97, 101-105, 108-114, 117-123, 154-157, 168-180, 206-210, 216-220, 223-225, 229-231, 234-240, 291-294, 297-307, 364-365, 446-454, 491-497, 530-538, 551-552, 713-714, 782-786, 787-788, 791-795, 805-807, 929-932, 945-946, 984-991, 992-993, 1060-1068, 1119-1125. Report Writing: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652, 702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189

Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

Examples of activities through which students might produce evidence of reading informational materials include:

Use information to support or enhance a project.

PE/TE: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652, 702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189

Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

Write a report of information that draws from multiple sources.

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

Incorporate expert opinions into a speech or position paper.

PE/TE: 183, 241, 254-261, 748-755, 1060-1069

Incorporate information from several noted experts to support a thesis in a research paper.

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

Use informational materials to reach a conclusion regarding a controversial topic.

PE/TE: 183, 241, 254-261, 748-755, 1060-1069

Use informational materials to produce a portfolio of materials regarding an American author's point of view in contemporary and historical essays, speeches, and critical reviews.

PE/TE: Opportunities to address this activity may be found on the following pages: 291-294, 297-307, 367, 491-497, 782-786, 787-788, 791-795, 805-807, 984-991

Add'l TE: 265i

Summarize key points and issues of an American historical or artistic exhibit.

PE/TE: Opportunities to address this activity may be found on the following pages: 106, 291, 499, 803, 887

Produce a research paper regarding post-secondary training and career choice.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other research-based assignments.

Write a report that analyzes several historical records of a single event and attempt to understand the reasons for the similarities and differences.

PE/TE: Opportunities to address this activity may be found on the following pages: 88-95, 96-97, 99; 234-238, 239-240; 446-454, 457

Add'l TE: 175

Grade 11 - E2 Writing

Writing is a process through which a writer 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.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

E2a.2 develops a controlling idea that conveys a perspective on the subject;

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

E2a.4 includes appropriate facts and details;

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

E2a.5 excludes extraneous and inappropriate information;

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

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;

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

E2a.7 provides a sense of closure to the writing.

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

Examples of reports include:

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).

PE/TE: Opportunities to address this activity may be found on the following pages: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).

PE/TE: Opportunities to address this activity may be found on the following pages: 107, 115, 116, 183, 215, 233, 242, 252, 296, 368, 463, 529, 540, 621, 627, 652, 702, 747, 771, 888, 921, 928, 955, 983, 1008, 1019, 1022-1029, 1097, 1118, 1186-1189

Add'l TE: 15i, 30, 65, 96, 141i, 476, 591i, 641, 674, 702, 826, 834, 881, 905i, 948, 958, 995

A report produced as part of studies in subjects such as science, social studies, and mathematics.

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

A thesis based research paper.

PE/TE: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

An investigative report presented in a multi-media format.

PE/TE: Opportunities to address this activity may be found on the following pages: 1197-1199

Add'l TE: 265i, 905i

A cross-curricular report about an American author or American time period.

TE: Opportunities to address this activity may be found on the following pages: 141i, 265i

A report of information on a topic of personal interest or experience.

PE/TE: Opportunities to address this activity may be found on the following pages: 107, 183, 233, 242, 252, 296, 368, 463, 529, 540, 621, 652, 747, 888, 921, 928, 983, 1019, 1022-1029, 1186-1189

Add'l TE: 30, 65, 141i, 476, 591i, 641, 702, 834, 905i, 948, 958, 995

E2b: The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

E2b.5 anticipates and answers a reader's questions;

PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

E2b.6 recognizes possible ambiguities, nuances, complexities, and analogies;
PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

E2b.7 provides a sense of closure to the writing.
PE/TE: 68-73, 115, 221, 232, 250, 295, 320, 344-349, 366, 475, 502-507, 656-661, 678, 731, 789, 796, 808-813, 863, 954, 977, 994, 1018, 1051, 1058, 1076-1081

*Examples of responses to literature include:
An evaluation of a piece of American literature or several pieces of American literature.*
PE/TE: 68-73, 320, 366, 475, 502-507, 620, 656-661, 678, 731, 808-813, 954, 977, 1058; see also 489, 902

A comparison of a piece of American literature with its media (video, tape, radio, television, ballet, artistic) presentation.
PE/TE: Opportunities to address this activity may be found on the following pages: 276-287, 356-363, 392-400, 464-473, 527, 853-862
Add'l TE: 480

A response that focuses on personalizing the theme of an American literary work.
PE/TE: 68-73, 115, 221, 232, 295, 539, 620, 678, 789, 796, 1018, 1976-1081
Add'l TE: 15i

An analysis of the significance of a section of an American novel in terms of its significance to the novel as a whole.
PE/TE: All fiction reading selections may be used to demonstrate this activity.
Add'l TE: See also all Literary Connections recommendations: 15e, 141e, 265e, 439e, 591e, 759e, 905e, 1033e

An evaluation of the role played by setting in an American novel.
PE/TE: Opportunities to address this activity may be found on the following pages: 502-507

An analysis of the effect of a minor character on the plot of an American novel.
PE/TE: Opportunities to address this activity may be found on the following pages: 502-507, 1051

An analysis of a recurring motif in an American novel, short story, or a play.
PE/TE: 954; additional opportunities to address this activity may be found in short stories and dramas. See, for example 276-287, 356-363, 376-389, 392-400, 404-414, 464-473, 477-488, 541-550, 605-618,

642-649, 680-698, 827-832, 866-879, 972-976, 1098-1107
Add'l TE: 15i

A comparison of two critical interpretations of an American poem or a work of fiction.
PE/TE: Opportunities to address this activity may be found with all Critic's Corner references. See 65, 182, 289, 310, 327, 367, 375, 402, 416, 554, 604, 621, 651, 701, 771, 781, 797, 844, 851, 864, 920, 948, 1007, 1059, 1097, 1111
Add'l TE: 58, 282, 304, 316, 325, 340, 360, 381, 399, 441, 470, 486, 490, 546, 574, 607, 616, 638, 794, 917, 1002

A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction.
PE/TE: 68-73, 344-349, 954, 1058

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177
Add'l TE: 15i, 494, 712, 759i

E2c.2 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);
PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177
Add'l TE: 15i, 494, 712, 759i

E2c.3 creates an organizing structure;
PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177
Add'l TE: 15i, 494, 712, 759i

E2c.4 includes sensory details and concrete language to develop plot and character;
PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177
Add'l TE: 15i, 494, 712, 759i

E2c.5 excludes extraneous details and inconsistencies;
PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177
Add'l TE: 15i, 494, 712, 759i

E2c.6 develops complex characters;

PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177

Add'l TE: 15i, 494, 712, 759i

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;

PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177

Add'l TE: 15i, 494, 712, 759i

E2c.8 provides a sense of closure to the writing.

PE/TE: 29, 44, 158, 295, 333, 374, 415, 428-435, 455, 498, 519, 539, 640, 715, 850, 880, 927, 935, 947, 1126-1133, 1176-1177

Add'l TE: 15i, 494, 712, 759i

Examples of narrative accounts include:

A biographical account.

PE/TE: 640, 1176-1177; see also 158

Add'l TE: 141i, 759i

A fiction or non-fiction story.

PE/TE: 29, 44, 374, 415, 519, 850, 935, 1126-1133, 1176-1177; see also 64

Add'l TE: 15i, 712

A personal narrative.

PE/TE: 295, 333, 428-435, 455, 498, 539, 715, 880, 927, 947, 1176-1177

Add'l TE: 494

A narrative poem or song based on an American hero.

PE/TE: 366, 573; additional opportunities to address this activity may be found on the following pages: 35, 124, 152, 250, 320, 333, 462, 603, 673, 780, 887, 894-901, 982

Add'l TE: 67, 426

A historical account.

PE/TE: 1176-1177; see also 158

A parody of a particular narrative style; e.g., fable, soap opera.

PE/TE: Opportunities to address this activity may be found on the following pages: 213, 274, 374, 960-965

Add'l TE: 1095

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

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;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

E2d.4 includes relevant information;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

E2d.5 excludes extraneous information;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

E2d.7 provides a sense of closure to the writing.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 288, 498, 1018

Add'l TE: 61, 396, 571

Examples of narrative procedures include:

A set of rules for organizing a class meeting.

PE/TE: Opportunities to address this activity may be found on the following pages: 498, 1018

Add'l TE: 571

A set of instructions for playing computer games.

PE/TE: Opportunities to address this activity may be found on the following pages: 288

Add'l TE: 61, 396

A set of instructions for using media technology.

PE/TE: Opportunities to address this activity may be found on the following pages: 288

Add'l TE: 61, 396

A report of a mathematical investigation.

PE/TE: Opportunities to address this activity may be found on the following pages: 865, 1111

Add'l TE: 178, 844

A set of instructions for evaluating searches on the web.

PE/TE: Opportunities to address this activity may be found on the following pages: 288

Add'l TE: 61, 396

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

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;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

E2e.4 includes appropriate information and arguments;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

E2e.5 excludes information and arguments that are irrelevant;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

E2e.6 anticipates and addresses reader concerns and counter-arguments;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

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

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

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

PE/TE: 85, 241, 254-261, 288, 310, 519, 580-587, 651, 673, 748-755, 804, 935, 994, 1006, 1069, 1096, 1184-1185

Examples of persuasive essays include:

A position paper.

PE/TE: 85, 241, 288, 519, 651, 804, 1006, 1096, 1184-1185; see also 489, 731, 748-755, 775, 825

A problem-solution paper.

PE/TE: Opportunities to address this activity may be found on the following pages: 130-135, 580-587, 1178, 1181

An opening and closing statement for a debate.

PE/TE: Opportunities to address this activity may be found on the following pages: 86, 181, 213, 241, 310, 994

Add'l TE: 408, 905i

An evaluation of a product or a policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 748-755, 1184-1185

A critique of a public policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 731, 748-755, 1184-1185

An editorial on a current issue that uses reasoned arguments to support an opinion.

PE/TE: Opportunities to address this activity may be found on the following pages: 455, 673, 994, 1069; see also 85, 241, 288, 519, 651, 804, 1006, 1096, 1184-1185

E2f: The student produces a reflective essay that:

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

PE/TE: 29, 309, 428-435, 455, 498; see also 68-73, 320, 366, 475, 502-507, 620, 656-661, 678, 731, 808-813, 954, 977, 1058

E2f.2 analyzes a condition or situation of significance;
PE/TE: 29, 309, 428-435, 455, 498

E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;
PE/TE: 29, 309, 428-435, 455, 498

E2f.4 creates an organizing structure appropriate to purpose and audience;
PE/TE: 29, 309, 428-435, 455, 498

E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
PE/TE: 29, 309, 428-435, 455, 498

E2f.6 provides a sense of closure to the writing.
PE/TE: 29, 309, 428-435, 455, 498

Examples of reflective essays include:
An analysis of the significance of an American literary work.
PE/TE: 68-73, 320, 366, 475, 502-507, 620, 656-661, 678, 731, 808-813, 954, 977, 1058

A report about a concrete occasion and its implications over time.
PE/TE: 309, 428-435, 455, 498

An essay comparing a school issue to broader societal concerns.

PE/TE: Opportunity to address this activity may be found on the following page: 498

A paper explaining how some experiences, conditions, or concerns have universal significance.

PE/TE: Opportunity to address this activity may be found on the following page: 498

A self-reflective essay evaluating a portfolio to be submitted.

PE/TE: 139, 263, 437, 589, 757, 903, 1031, 1135

A comparison of a scene from a work of fiction with a lesson learned from a personal experience.

PE/TE: 29; see also 309

Add'l TE:

A paper about a common childhood experience from a more adult perspective.

PE/TE: Opportunity to address this activity may be found on the following page: 498

A college entrance essay based on a significant personal experience.

PE/TE: 428-435; see also 309, 455

Grade 11 - 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.

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

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

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 36, 115, 132, 553, 583, 652, 745, 888, 928

Add'l TE: 439i, 637, 1074

E3a.2 asks relevant questions;

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 36, 115, 132, 553, 583, 652, 745, 888, 928

Add'l TE: 439i, 637, 1074

E3a.3 responds to questions with appropriate elaboration;

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 36, 115, 132, 553, 583, 652, 745, 888, 928

Add'l TE: 439i, 637, 1074

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 36, 115, 132, 553, 583, 652, 745, 888, 928

Add’l TE: 439i, 637, 1074

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 36, 115, 132, 553, 583, 652, 745, 888, 928

Add’l TE: 439i, 637, 1074

*Examples of one-to-one interactions include:
Analytical discussion of movies or television programs in a one to one situation.*

PE/TE: Opportunities to address this activity may be found on the following pages: 201, 475, 499, 573, 1190-1191

Add’l TE: 1033i, 242, 395, 501

Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 68-73, 130-137, 194-199, 254-261, 344-349, 428-435, 502-507, 580-587, 656-661, 748-755, 808-813, 892-901, 960-965, 1022-1029, 1076-1081, 1126-1133

Assessment interview by a teacher about an author or book.

PE/TE: Opportunities to address this activity may be found on the following pages: 68-73, 138-139, 262-263, 344-349, 436-437, 502-507, 656-661, 756-757, 808-813, 902-903, 1030-1031, 1076-1081, 1134-1135

Add’l TE: 602

Dialogue and discussions on academic, technical, or community subjects.

PE/TE: Opportunities to address this activity may be found on all Responding Options, Writing Workshop, and Reflect and Assess pages.

Interviews with guest speakers and community members.

PE/TE: 36, 115, 132, 553, 583, 652, 745, 888, 928

Add’l TE: 439i, 637, 1074

Teacher/pupil writing conference to discuss the student’s writing.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 68-73, 130-

137, 194-199, 254-261, 344-349, 428-435, 502-507, 580-587, 656-661, 748-755, 808-813, 892-901, 960-965, 1022-1029, 1076-1081, 1126-1133

Electronic teacher/pupil writing conference.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 68-73, 130-137, 194-199, 254-261, 344-349, 428-435, 502-507, 580-587, 656-661, 748-755, 808-813, 892-901, 960-965, 1022-1029, 1076-1081, 1126-1133

Interview for a job or college entrance.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other speaking activities.

Discussion of portfolios.

PE/TE: Opportunities to address this activity may be found on the following pages: 139, 263, 437, 589, 757, 903, 1031, 1135

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

E3b.1 displays appropriate turn-taking behaviors;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add’l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.2 actively solicits another person’s comment or opinion;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

(continued on next page)

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.3 offers own opinion forcefully without dominating;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.4 responds appropriately to comments and questions;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955,

977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.6 gives reasons in support of opinions expressed;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

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);

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

E3b.9 divides labor so as to achieve the overall group goal efficiently.

PE/TE: 29, 35, 52, 64, 65, 85, 86, 98, 99, 106, 107, 115, 116, 124, 152, 159, 166, 214, 221, 227, 232, 241, 250, 274, 288, 295, 309, 310, 320, 326, 333, 347, 366, 375, 390, 401, 402, 415, 457, 462, 475, 498, 499, 519, 528, 529, 539, 554, 573, 588, 603, 621, 627, 640, 673, 701, 715, 716, 732, 745, 756, 770, 780, 789, 796, 803, 825, 833, 843, 851, 863, 880, 887, 888, 919, 927, 928, 936, 947, 954, 955, 977, 982, 1006, 1018, 1051, 1059, 1069, 1096, 1097, 1110, 1117

Add'l TE: 15i, 41, 43, 45, 57, 96, 141i, 153, 174, 175, 178, 220, 265i, 285, 331, 362, 395, 407, 408, 439i, 449, 459, 461, 472, 487, 493, 501, 543, 561, 569, 591i, 614, 676, 683, 692, 708, 724, 759i, 774, 784, 793, 802, 832, 861, 874, 881, 892, 905i, 933, 934, 944, 989, 990, 991, 1004, 1011, 1016, 1033i, 1047, 1065, 1089, 1093, 1100, 1123

Examples of activities involving group meetings include

Develop and negotiate a classroom rubric.

PE/TE: Opportunities to address this activity may be found on the following pages: 72, 137, 198, 261, 348, 435, 506, 660, 755, 812, 901, 964, 1029, 1080, 1133

Add'l TE: See also all pages with rubrics for evaluating activities.

Engage in classroom town meetings.

PE/TE: Opportunities to address this activity may be found on the following pages: 627, 797; see also 159, 241, 310, 994, 1069, 1111

Add'l TE: 15i, 141i, 439i; see also 408, 436, 905i

Participate in book talks, literature circles, and Socratic seminars with other students.

PE/TE: See all Responding Options and Reflect and Assess pages: 29, 35, 44, 51, 64, 85, 98, 106, 115, 124, 138-139, 152, 158, 166, 181, 213, 221, 227, 232, 241, 250, 262-263, 274, 288, 295, 309, 320, 326, 333, 366, 374, 390, 401, 415, 436-437, 455, 459, 462, 475, 489, 498, 519, 528, 539, 553, 554, 573, 588-589, 599, 603, 620, 626, 640, 651, 671, 673, 676, 678, 700, 715, 731, 744, 756-757, 767, 770, 773, 775, 780, 789, 796, 803, 825, 833, 843, 850, 863, 880, 887, 902-903, 919, 927, 932, 935, 947, 951, 954, 977, 982, 994, 1006, 1018, 1030-1031, 1051, 1058, 1069, 1096, 1110, 1117, 1134-1135

Work as part of a group to solve a complex real life task, conundrum, or problem.

PE/TE: Opportunities to address this activity may be found on the following pages: 288, 289, 310, 539, 865, 1111

Add'l TE: 178, 472, 844, 1065

Role play.

PE/TE: 86, 115, 124, 159, 166, 221, 228, 334, 401, 436, 528, 588, 640, 756, 919, 947, 982, 1018, 1110

Add'l TE: 15i, 141i, 285, 439i, 569, 614, 708, 1004

Participate in peer writing response groups.

PE/TE: 71, 135, 197, 259, 347, 433, 505, 659, 753, 812, 899, 963, 1027, 1079, 1131, 1162-1163

Participate in electronic discussion groups.

PE/TE: Opportunities to address this activity may be found on the following pages: 71, 135, 197, 259, 347, 433, 505, 659, 753, 812, 899, 963, 1027, 1079, 1131, 1162-1163

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

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

PE/TE: 36, 44, 86, 107, 159, 167, 183, 194-199, 228, 233, 251, 296, 310, 334, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 994, 1007, 1008, 1096, 1118

Add'l TE: 96, 141i, 164, 222, 439i, 476, 496, 517, 569, 641, 834

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

PE/TE: 36, 44, 86, 107, 159, 167, 183, 194-199, 228, 233, 251, 296, 310, 334, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 994, 1007, 1008, 1096, 1118

Add'l TE: 96, 141i, 164, 222, 439i, 476, 496, 517, 569, 641, 834

E3c.3 uses notes or other memory aids to structure the presentation;

PE/TE: 36, 44, 86, 107, 159, 167, 183, 194-199, 228, 233, 251, 296, 310, 334, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 994, 1007, 1008, 1096, 1118

Add'l TE: 96, 141i, 164, 222, 439i, 476, 496, 517, 569, 641, 834

E3c.4 develops several main points relating to a single thesis;

PE/TE: 36, 44, 86, 107, 159, 167, 183, 194-199, 228, 233, 251, 296, 310, 334, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 994, 1007, 1008, 1096, 1118

Add'l TE: 96, 141i, 164, 222, 439i, 476, 496, 517, 569, 641, 834

E3c.5 engages the audience with appropriate verbal cues and eye contact;

PE/TE: 36, 44, 86, 107, 159, 167, 183, 194-199, 228, 233, 251, 296, 310, 334, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 994, 1007, 1008, 1096, 1118

Add'l TE: 96, 141i, 164, 222, 439i, 476, 496, 517, 569, 641, 834

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

PE/TE: 36, 44, 86, 107, 159, 167, 183, 194-199, 228, 233, 251, 296, 310, 334, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 994, 1007, 1008, 1096, 1118

Add'l TE: 96, 141i, 164, 222, 439i, 476, 496, 517, 569, 641, 834

Examples of presentations include:

An individual talk which 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 a historical event, or constructing different types of argument all supporting a particular policy).

PE/TE: 86, 159, 183, 194-199, 233, 251, 296, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 1007, 1008, 1096, 1118

Add'l TE: 96, 476, 496, 517, 569, 641, 834

A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.

PE/TE: Opportunities to address this activity may be found on the following pages: 627, 797; see also 159, 241, 310, 994, 1069, 1111

Add'l TE: 15i, 141i, 439i; see also 408, 436, 905i

A forum discussion during which audience members question and respond to panelists during the presentation period.

PE/TE: Opportunities to address this activity may be found on the following pages: 627, 797; see also 159, 241, 310, 994, 1069, 1111

Add'l TE: 15i, 141i, 439i; see also 408, 436, 905i

A simulated congress (e.g., Model United Nations) in which each participant "represents" the interests of a particular constituency.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other speaking assignments.

A multimedia report employing sound, jpeg or mpg files, graphics and/or animation.

PE/TE: 888, 1197-1199

Add'l TE: 265i, 905i

Video broadcasting of a presentation.

PE/TE: 228; see also 159, 221, 499, 851

Add'l TE:

A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.

PE/TE: 86, 159, 183, 194-199, 233, 251, 296, 368, 456, 457, 529, 540, 652, 797, 804, 921, 983, 1007, 1008, 1096, 1118

Add'l TE: 96, 476, 496, 517, 569, 641, 834

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

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 201, 475, 499, 573, 1190-1191

Add'l TE: 1033i; see also 242, 395, 501

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 201, 475, 499, 573, 1190-1191

Add'l TE: 1033i; see also 242, 501

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 201, 475, 499, 573, 833, 1190-1191

Add'l TE: 1033i; see also 242, 395, 501, 892

E3d.4 defines the role of advertising as part of media presentation.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 214, 228, 289, 351, 391

Add'l TE: 591i

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.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other viewing activities.

Summarize patterns of media exposure in writing or in an oral report.

PE/TE: Opportunities to address this activity may be found on the following pages: 499

Add'l TE: 1033i; see also 395, 501

Evaluate the appeal of popular television shows and films for particular audiences.

PE/TE: Opportunities to address this activity may be found on the following pages: 289, 475, 833

Add'l TE: 1033i; see also 242, 892

Explain and evaluate the use of "propaganda techniques" (e.g. bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 214, 228, 289, 351, 391

Add'l TE: 591i

Evaluate how the media reflects and shapes cultural values and biases and predict the influence on the viewer.

PE/TE: Opportunities to address this activity may be found on the following pages: 201, 499, 573, 851

Add'l TE: 591i, 1033i; see also 242, 501

Interpret ambiguities, subtleties, contradictions, ironies, and nuances in media.

PE/TE: Opportunities to address this activity may be found on the following pages: 201, 499

Add'l TE: 591i, 1033i; see also 242, 501

Analyze and evaluate information available on the Internet.

PE/TE: Opportunities to address this activity may be found on the following pages: 1190-1191

Compare and contrast the coverage of a single event by different media sources.

PE/TE: Opportunities to address this activity may be found on the following pages: 499

Add'l TE: 501

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

E3e.1 takes notes on salient information;

TE: 164; see also 407

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);

TE: Opportunity to address this Performance Benchmark may be found on the following page: 407

E3e.3 accurately summarizes and evaluates the essence of each speaker's response;

TE: Opportunities to address this Performance Benchmark may be found on the following pages: 407, 802

E3e.4 formulates and supports a judgment about the issues under discussion.

TE: Opportunities to address this Performance Benchmark may be found on the following pages: 407, 802

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.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other listening activities.

Produce charts and/or diagrams as part of an analysis of a public address.

PE/TE: Opportunities to address this activity may be found on the following pages: 1195-1196

Add'l TE: 164

Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).

TE: 164

Summarize the key points of a public speech.

TE: Opportunities to address this activity may be found on the following pages: 407, 802

Analyze the intent and appeal of a public address.

TE: Opportunity to address this activity may be found on the following page: 164

Grade 11 - E4 Conventions, Grammar, and Usage of the English Language

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.

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:

E4a.1 grammar;

PE/TE: 73, 195, 199, 435, 507, 661, 813, 1029, 1081, 1200-1202, 1203-1209, 1210-1217, 1218-1222, 1223-1226

Add'l TE: 28, 50, 59, 104, 156, 177, 211, 225, 238, 278, 359, 380, 409, 450, 482, 495, 523, 561, 624, 647, 723, 858, 1014, 1092, 1104

E4a.2 paragraph structure;

PE/TE: 1168-1171

E4a.3 punctuation;

PE/TE: 69, 349, 755, 901, 963, 1231-1239

Add'l TE: 40, 84, 110, 123, 163, 218, 305, 397, 468, 550, 609, 697, 737, 829, 974, 1000, 1044, 1063

E4a.4 sentence construction;

PE/TE: 195, 199, 965, 1200-1202

Add'l TE: 50, 91, 211, 278, 515, 533, 647, 706, 785, 795, 839, 870, 1092, 1104

E4a.5 spelling;

PE/TE: All writing assignments may be used to address this Performance Benchmark.

E4a.6 usage;

PE/TE: 69, 73, 137, 195, 199, 435, 507, 587, 661, 755, 813, 901, 965, 1029, 1081, 1203-1209, 1210-1217, 1218-1222, 1223-1226, 1227-1230, 1231-1239

Add'l TE: 28, 40, 50, 84, 91, 110, 123, 163, 177, 218, 278, 293, 305, 359, 397, 450, 468, 482, 523, 561, 609, 624, 632, 647, 697, 706, 723, 737, 829, 839, 858, 870, 931, 974, 1000, 1063, 1092

E4a.7 syntax.

PE/TE: 73, 137, 195, 199, 433, 587, 657, 659, 813, 897, 960-965, 1081, 1218-1222

Add'l TE: 50, 91, 225, 278, 299, 359, 515, 723

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.

PE/TE: All writing assignments may be used to demonstrate this activity. See especially all Writing Workshop pages: 68-73, 130-137, 194-199, 254-261, 344-349, 428-435, 502-507, 580-587, 656-661, 748-755, 808-813, 894-901, 960-965, 1022-1029, 1076-1081, 1126-1133

Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.

PE/TE: 72-73, 136-137, 198-199, 260-261, 348-349, 434-435, 506-507, 586-587, 660-661, 754-755, 812-813, 900-901, 964-965, 1028-1029, 1080-1081, 1132-1133, 1163-1165

Apply the conventions of language during formal oral presentations.

PE/TE: Opportunities to address this activity may be found with all speaking activities and on the following pages: 72-73, 136-137, 198-199, 260-261, 348-349, 434-435, 506-507, 586-587, 660-661, 754-755, 812-813, 900-901, 964-965, 1028-1029, 1080-1081, 1132-1133, 1163-1165

Demonstrate use of a variety of sentence patterns for stylistic effects.

PE/TE: 195, 199, 813, 898-899, 963-965

Make effective use of language and style to connect with the audience and content.

PE/TE: 72-73, 136-137, 198-199, 345, 348-349, 433-435, 504-506, 584-586, 660-661, 754-755, 812-813, 899-900, 960-961, 963-965, 1028-1029, 1080-1081, 1131-1133

Add'l TE:

Analyze the language conventions of other groups and culture.

PE/TE: Opportunities to address this activity may be found on the following pages: 88-95, 101-105, 154-157, 206-210, 216-220, 291-294, 446-454, 477-488, 527, 717-730, 853-862, 864

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:

E4b.1 adding or deleting details;

PE/TE: 72, 135-136, 197-198, 259-260, 345, 347-348, 433-435, 505-506, 582-583, 659-660, 753-754, 809, 810-812, 899-900, 961, 963-964, 1025, 1026-1028, 1079-1080, 1129, 1131-1132, 1171-1174

E4b.2 adding or deleting explanations;

PE/TE: 72, 135-136, 197-198, 259-260, 347-348, 433-434, 505-506, 583, 659-660, 753-754, 811-812, 963-964, 1025, 1026-1028, 1079-1080, 1131-1132, 1171-1174

E4b.3 clarifying difficult passages;

PE/TE: 72, 135-136, 197-198, 259-260, 345, 347-348, 433-435, 505-506, 582-583, 659-660, 753-754, 809, 810-812, 899-900, 961, 963-964, 1025, 1026-1028, 1079-1080, 1129, 1131-1132, 1171-1174

E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;

PE/TE: 72-73, 136-137, 198-199, 259-260, 347-348, 433-434, 505-506, 585-586, 659-660, 753-754, 811-812, 899-900, 963-964, 1027-1028, 1079-1080, 1131-1132

E4b.5 sharpening the focus;

PE/TE: 71-72, 135-136, 197-198, 258, 347-348, 433-434, 505-506, 582, 584, 586, 659-660, 753-754, 811-812, 899-900, 963-964, 1026, 1028, 1079-1080, 1131-1132, 1166-1167

E4b.6 reconsidering the organizational structure;

PE/TE: 72, 135-136, 197-198, 259-260, 347-348, 433-434, 505-506, 585-586, 659-660, 753-754, 811-812, 899-900, 963-964, 1027-1028, 1079-1080, 1131-1132

E4b.7 rethinking and/or rewriting the piece in light of different audience and purposes.

PE/TE: 71-72, 135-136, 196-198, 258-260, 347-348, 431, 433-434, 505-506, 584-586, 659-660, 752-754, 811-812, 898-900, 961, 963-964, 1027-1028, 1079-1080, 1130-1132

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.

PE/TE: 71-72, 135-136, 198-199, 260-261, 348-349, 433-434, 505-506, 585-586, 660-661, 754-755, 812-813, 900-901, 964-965, 1028-1029, 1080-1081, 1132-1133

Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.

PE/TE: 71-73, 134-137, 197-199, 258-261, 347-349, 432-435, 505-507, 584-587, 659-661, 752-755, 811-813, 898-900, 963-965, 1026-1029, 1079-1081, 1130-1133

Critique the writing or presentation of a peer.

PE/TE: 71, 135, 197, 259, 347, 433, 505, 585, 659, 753, 811, 899, 965, 1027, 1079, 1131, 1162-1163

Describe the reasons for stylistic choices made as a writer or presenter.

PE/TE: 71-73, 134-137, 197-199, 258-261, 347-349, 432-435, 505-507, 584-587, 659-661, 752-755, 811-813, 898-900, 963-965, 1026-1029, 1079-1081, 1130-1133

Produce a series of papers on the same topic, each serving a different purpose.

PE/TE: 68-73, 130-137, 254-261, 344-349, 428-435, 502-507, 656-661, 748-755, 808-813, 894, 901, 1022-1029, 1076-1081, 1126-1133

Manage a writing portfolio and/or electronic portfolio.

PE/TE: Opportunities to demonstrate this activity may be found on the following pages: 139, 263, 437, 589, 757, 903, 1031, 1135

Grade 11 - E5 Literature

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

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

E5a.1 makes thematic connections among literary texts, public discourse, and media;

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See the following pages for examples: 101-105, 108-114, 117-123; 154-157, 160-165, 168-180, 184-193; 229-231, 234-238, 243-249; 356-363, 376-389, 392-400, 404-414; 446-454, 458-461, 491-497, 500-501; 623-625, 628-639, 642-649, 654-655; 922-926, 929-932, 937-944, 956-959; 1040-1050, 1053-1057, 1060-1065, 1068, 1071-1075

E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;

PE/TE: 30, 36, 44, 51, 64, 65, 68-73, 86, 99, 101, 106, 115, 125, 138-139, 152, 153, 158, 166, 174, 208, 210, 214, 222, 233, 241, 250, 262-263, 272, 275, 277, 289, 295, 310, 312, 320, 327, 333, 344-349, 367, 374, 375, 390, 402, 415, 416, 436-437, 456, 459, 462, 476, 490, 502-507, 529, 539, 554, 574, 588-589, 603, 604, 621, 627, 652, 656-661, 673, 676, 678, 701, 731, 744, 756-757, 770, 775, 780, 789, 797, 803, 808-813, 826, 851, 864, 880, 902-903, 920, 927, 935, 954, 977, 982, 995, 1007, 1018, 1030, 1052, 1059, 1069, 1096, 1111, 1134-1135

Add'l TE: 24, 25, 26, 27, 32, 33, 38, 39, 41, 48, 55, 58, 82, 84, 90, 94, 119, 162, 164, 172, 236, 273, 279, 280, 283, 284, 286, 299, 301, 302, 303, 304, 305, 306, 314, 315, 316, 317, 318, 324, 325, 330, 331, 340, 362, 370, 371, 372, 373, 381, 385, 398, 408, 410, 449, 450, 451, 460, 470, 482, 483, 487, 493, 494, 495, 496, 522, 524, 532, 536, 537, 543, 546, 548, 560, 599, 607, 608, 609, 612, 616, 631, 638, 670, 683, 686, 694, 706, 710, 727, 768, 785, 793, 794, 801, 802, 821, 822, 824, 838, 847, 848, 856, 869, 870, 872, 874, 883, 924, 930, 939, 952, 953, 974, 981, 1002, 1005, 1047, 1049, 1054, 1056, 1057, 1092, 1093, 1094, 1095, 1100, 1102, 1115

E5a.3 analyzes the characteristics of literary forms and genres;

PE/TE: 22, 31, 36, 37, 44, 51, 117, 216, 250, 310, 320, 367, 376, 456, 458, 478, 490, 502-507, 519, 556, 640, 703, 775, 780, 828, 845

Add'l TE: 24, 48, 55, 82, 113, 149, 173, 373, 451, 479, 525, 537, 558, 608, 726, 821, 869, 926, 939, 1102

E5a.4 examines literary merit;

PE/TE: 30, 65, 182, 289, 310, 327, 344-349, 367, 375, 402, 416, 502-507, 554, 604, 621, 651, 656-661, 701, 771, 781, 797, 808-813, 844, 851, 864, 920, 948, 1007, 1059, 1097, 1111

Add'l TE: 58, 282, 304, 316, 325, 340, 360, 381, 399, 441, 470, 486, 490, 546, 574, 607, 616, 638, 794, 917, 1002

E5a.5 explains the effect of point of view;

PE/TE: 64, 289, 476, 588, 605, 621, 656-661, 834, 920, 1018, 1052

Add'l TE: 60, 90, 94, 95, 244, 246, 284, 286, 398, 469, 470, 558, 560, 565, 572, 608, 609, 610, 683, 684, 689, 706, 710, 832, 915, 924, 925, 926, 998, 1005, 1045, 1047

E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;

PE/TE: 46, 542, 937

Add'l TE: 24, 27, 33, 58, 83, 92, 105, 164, 287, 303, 319, 359, 372, 400, 453, 496, 532, 546, 548, 609, 612, 613, 614, 616, 634, 636, 647, 649, 676, 677, 690, 695, 726, 730, 735, 736, 741, 774, 822, 839, 841, 868, 871, 873, 876, 883, 914, 981, 1090, 1104, 1106

E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;

PE/TE: 36, 101, 106, 206, 214, 222, 241, 272, 277, 289, 310, 344-349, 369, 374, 462, 598, 603, 604, 621, 652, 673, 678, 701, 757-757, 777, 803, 808-813, 826, 835, 844, 880, 922, 927, 949, 954, 977, 982, 1051, 1059, 1134-1135

Add'l TE: 24, 25, 27, 32, 33, 39, 42, 50, 104, 105, 112, 119, 120, 121, 162, 208, 210, 219, 220, 236, 239, 273, 279, 280, 281, 283, 286, 300, 303, 304, 307, 314, 315, 316, 317, 318, 323, 329, 330, 331, 370, 371, 372, 373, 378, 380, 384, 385, 386, 388, 394, 395, 406, 436-437, 459, 460, 466, 481, 482, 483, 487, 522, 532, 533, 536, 564, 600, 602, 608, 609, 612, 624, 644, 645, 671, 672, 676, 677, 686, 687, 692, 694, 698, 706, 708, 720, 722, 735, 774, 778, 784, 785, 786, 800, 801, 802, 821, 823, 824, 837, 838, 839, 840, 847, 851, 854, 858, 860, 861, 862, 872, 883, 925, 930, 931, 938, 952, 980, 1042, 1044, 1047, 1048, 1049, 1055, 1056, 1090, 1092, 1093, 1100, 1101, 1103, 1116

E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;

PE/TE: 86, 233, 263, 333, 530, 789, 887, 927, 935, 1096, 1113

Add'l TE: 41, 83, 218, 219, 220, 230, 231, 245, 248, 279, 283, 284, 285, 549, 724, 933, 940, 1064, 1091, 1094, 1095, 1103, 1115

E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies.

PE/TE: 182, 415, 627, 864, 887, 903, 1052

Add'l TE: 56, 59, 121, 172, 175, 176, 180, 358, 360, 362, 363, 408, 410, 413, 516, 532, 536, 537, 625, 840, 856, 860, 861, 870, 872, 874, 938, 998, 1003, 1044, 1047, 1049, 1114

E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional).

PE/TE: 86, 233, 263, 333, 530, 789, 887, 927, 935, 1096, 1113

Add'l TE: 41, 83, 218, 219, 220, 230, 231, 245, 248, 279, 283, 284, 285, 549, 724, 933, 940, 1064, 1091, 1094, 1095, 1103, 1115

E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 22-28, 31-35, 37-43, 88-95, 101-105, 108-114, 160-165, 168-180, 206-210, 223-225, 229-231, 234-238, 243-249, 272-273, 276-287, 291-294, 297-307, 312-319, 376-389, 392-400, 446-454, 464-473, 491-497, 500-501, 598-602, 605-618, 623-625, 628-639, 642-649, 766-769, 772-774, 777-779, 782-786, 791-795, 912-918, 922-926, 937-944, 956-959, 1040-1050, 1053-1057, 1060-1065, 1071-1075

Examples of responding to literature include: Analyze stereotypical characters in American literature.

PE/TE: 790

Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.

PE/TE: 36, 153, 272, 275, 328, 369, 374, 436-437, 462, 598, 603, 604, 673, 678, 771, 777, 803, 808-813, 826, 845, 851, 922, 927, 949, 954, 982, 1059

Add'l TE: 32, 33, 150, 151, 273, 314, 315, 316, 317, 318, 323, 329, 330, 331, 370, 371, 372, 373, 459, 460, 599, 600, 602, 670, 671, 672, 676, 677, 767, 768, 774, 800, 801, 802, 821, 822, 824, 847, 848, 883, 952, 980, 1055, 1056, 1057, 1116

Compare the literary merits of several American short stories, biographies of one individual, novels, or plays.

PE/TE: 45, 138-139, 214, 262-263, 334, 367, 402, 436-437, 475, 588-589, 626, 756-757, 800-813, 902-903, 978, 982, 1030-1031, 1058, 1111, 1134-1135

Compare different media presentations of an American literary work.

PE/TE: Opportunities to address this activity may be found using the following selections: 276-287, 356-363, 464-473, 527; see also 748-755

Compare several American works written in different time periods on the same topic or theme.

All selections in *The Language of Literature* are arranged thematically and most may be used to demonstrate this activity. See especially the following pages for examples: 101-105, 108-114, 117-123; 154-157, 160-165, 168-180, 184-193; 229-231, 234-238, 243-249; 356-363, 376-389, 392-400, 404-414; 446-454, 458-461, 491-497, 500-501; 623-625, 628-639, 642-649, 654-655; 922-926, 929-932, 937-944, 956-959

Evaluate the persona of the writer and the impact this has upon the literary work.

PE/TE: Most selections in *The Language of Literature* may be used to demonstrate this activity. See especially the following pages for examples: 80-86, 101-105, 148-151, 160-165, 312-319, 335-349, 369-373, 404-414, 541-550, 642-649, 791-795, 845-849, 882-886, 1098-1107

Compare several literary texts that share a similar theme.

All selections in *The Language of Literature* are arranged thematically and may be used to demonstrate this activity. See especially the following pages for examples: 101-105, 108-114, 117-123; 154-157, 160-165, 168-180, 184-193; 229-231, 234-238, 243-249; 356-363, 376-389, 392-400, 404-414; 446-454, 458-461, 491-497, 500-501; 623-625, 628-639, 642-649, 654-655; 922-926, 929-932, 937-944, 956-959; 1040-1050, 1053-1057, 1060-1065, 1068, 1071-1075

Interpret, explain, or apply the author's point of view toward an issue raised in one of an author's works.

PE/TE: Most selections in *The Language of Literature* may be used to demonstrate this activity. See especially the following pages for examples: 80-84, 86, 117-123, 160-165, 206-210, 211-212, 234-238, 239-240, 376-389, 464-473, 491-497, 605-618, 668-672, 675-677, 791-795, 845-849, 882-886, 996-1005, 1009-1017, 1040-1050

Evaluate the literary, cultural, and social context of a literary work and the impact is created upon the reader and the literature's salient point.

PE/TE: All selections in *The Language of Literature* may be used to demonstrate this activity. See especially the following pages for examples: 101-105, 108-114, 117-123; 154-157, 160-165, 168-180, 184-193; 229-231, 234-238, 243-249; 356-363, 376-389, 392-400, 404-414; 446-454, 458-461, 491-497, 500-501; 623-625, 628-639, 642-649, 654-655; 922-926, 929-932, 937-944, 956-959

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

PE/TE: 29, 35, 44, 124, 152, 181, 241, 250, 295, 296, 309, 320, 333, 366, 374, 415, 428-435, 455, 462, 498, 519, 539, 573, 603, 640, 673, 715, 744, 780, 833, 850, 852, 880, 887, 894-901, 927, 935, 947, 982, 1126-1133, 1176-1177

Add'l TE: 15i, 67, 426, 439i, 494, 712

Examples of literary genres include:

A reflective essay.

PE/TE: 29, 309, 428-435, 455, 498

A memoir.

PE/TE: 295, 333, 428-435, 455, 498, 539, 715, 880, 927, 947, 1176-1177

Add'l TE: 494

A short story.

PE/TE: 29, 44, 374, 415, 519, 850, 935, 1126-1133, 1176-1177; see also 64

Add'l TE: 15i, 712

A short play.

PE/TE: 241, 833, 843, 852, 982

Add'l TE: 15i, 439i

A poem.

PE/TE: 35, 124, 152, 250, 320, 333, 366, 462, 573, 603, 673, 780, 887, 894-901, 982

Add'l TE: 67, 426

A vignette.

PE/TE: 181, 296, 333, 415, 455, 640, 715, 744, 850, 935, 947

Grade 11 - 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 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.

The following pages generally refer to informational texts.

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

E6a.1 effective use of argument;

PE/TE: 160-165, 206-210, 216-218, 219-220, 229-231, 234-238, 239-240, 1060-1069

E6a.2 use of the power of anecdote;

PE/TE: 296, 1066-1069, 1167

E6a.3 anticipation of counter claims;

PE/TE: 160-165, 206-210, 216-218, 219-220, 229-231, 234-238, 239-240, 1060-1069

E6a.4 appeal to audiences both friendly and hostile to the position presented;

PE/TE: 160-165, 206-210, 216-218, 219-220, 229-231, 234-238, 239-240, 1060-1069

E6a.5 use of emotionally laden works and imagery;

PE/TE: 160-165, 206-210, 216-218, 219-220, 229-231, 234-238, 239-240, 1060-1065, 1066-1069

E6a.6 citing of appropriate references or authorities.

PE/TE: 160-165, 206-210, 216-218, 219-220, 229-231, 234-238, 239-240, 1060-1069

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

Evaluate a political speech.

PE/TE: 206-210

Evaluate and respond to an editorial or political cartoon.

PE/TE: Opportunities to address this activity may be found on the following pages: 204, 228, 935, 1097

Add'l TE: 141i

Examine campaign literature to determine underlying assumptions.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Examine a range of articles published in a variety of media and draw inferences about the political stance of that source.

PE/TE: Opportunities to address this activity may be found on the following pages: 160-165, 206-210, 216-218, 219-220, 229-231, 234-238, 239-240, 1060-1065, 1066-1069

Evaluate the visual appearance and presentation of information.

PE/TE: Opportunities to address this activity may be found on the following pages: 1193-1194, 1195-1196, 1197-1199

Analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.

PE/TE: 1060-1065, 1066-1069

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

E6b.1 Exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 166, 214, 241, 254-261, 288, 748, 755, 775, 825, 1184-1185

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.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 166, 214, 241, 254-261, 288, 748, 755, 775, 825, 1184-1185

E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 166, 214, 241, 254-261, 288, 748, 755, 775, 825, 1184-1185

E6b.4 uses a range of strategies to appeal to readers.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 166, 214, 241, 254-261, 288, 748, 755, 775, 825, 1184-1185

Examples of public documents include:

A proposal for changing an existing social or school policy.

PE/TE: 254-261, 1184-1185

An evaluation of a state policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 51, 250

Add'l TE: 905i

A policy statement that closely examines a significant public policy and proposes a change or rationale for retention.

PE/TE: Opportunities to address this activity may be found on the following pages: 51, 250

Add'l TE: 905i

A letter to an elected official or editor taking a position on an issue or concern.

PE/TE: 254-261; see also 158, 796, 833, 919

Add'l TE: 1121

A press release announcing a change in policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 673, 994, 1069

A web page.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in the Multimedia Handbook section: 1190-1191, 1192-1194, 1195-1196, 1197-1199.

A multi-media presentation to school officials, student council, public officials, etc.

PE/TE: Opportunities to address this activity may be found on the following pages: 888, 1197-1199

Add'l TE: 905i

Grade 11 - 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 issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

The following pages generally refer to informational texts.

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

E7a.1 visual appeal, e.g. format, graphics, white space, and headers;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 498, 539, 715, 1018, 1193, 1195-1196

Add'l TE: 396, 472

E7a.2 logic of the sequence in which the directions are given;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 498, 539, 715, 1018

Add'l TE: 396, 472

E7a.3 point out possible reader misunderstandings and misconceptions;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 498, 539, 715, 1018

Add'l TE: 396, 472

E7a.4 purposeful composition and the precision of the content and language;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 498, 539, 715, 1018

Add'l TE: 396, 472

E7a.5 validity of desired outcomes and implications.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 498, 539, 715, 1018

Add'l TE: 396, 472

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

Analyze a manual, program, memorandum or set of instructions.

Add'l TE: Opportunity to address this activity may be found on the following page: 472

Analyze a contract (e.g., truth in lending).

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking,

viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Evaluate a loan application.

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Critique tax documents.

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Create an advertisement with peer review.

PE/TE: 195, 887

Add'l TE: See also 591i

Create a web site to serve as a functional document with peer review.

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

E7b.1 reports, organizes, and conveys information and ideas accurately;

PE/TE: 498, 539, 715, 1018

Add'l TE: 396, 472, 571

E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;

PE/TE: 498

Add'l TE: 61, 396, 472, 571

E7b.3 anticipates readers' problems, mistakes, and misunderstandings;

PE/TE: 498

Add'l TE: 61, 396, 472, 571

E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;

PE/TE: 498

Add'l TE: 61, 396, 472, 571

E7b.5 employs word choices that are consistent with the persona and appropriate for the intended audience.

PE/TE: 498

Add'l TE: 61, 396, 472, 571

E7b.6 employs word choices that are consistent with the persona and appropriate for the intended audience.

Examples of functional documents include:

A summary of a meeting.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on summarizing: 89, 106, 291, 803

A manual.

PE/TE: 1018

A proposal.

PE/TE: 254-261, 1184-1185

A set of instructions.

PE/TE: 539, 1018; see also 498, 715

Add'l TE: 61, 396, 472, 571

A recommendation.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other writing assignments.

A web site.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in the Multimedia Handbook section: 1190-1191, 1192-1194, 1195-1196, 1197-1199.

Grade 12

Grade 12 - 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.

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.

All reading selections may be used to teach this Content Standard. See especially the following pages for examples.

Traditional and contemporary fiction and non-fiction:

PE/TE: 70-75, 109-114, 118-127, 155-166, 170-179, 184-187, 260-264, 302-305, 329-335, 344-347, 350-353, 356-360, 361-364, 365, 379-383, 388-397, 400-402, 405-410, 414-418, 419-421, 422, 425-429, 440-444, 447-455, 508, 543, 599-601, 606-616, 622-633, 637-651, 655-661, 680, 768-777, 781-789, 793-805, 809-815, 816, 826-833, 850-859, 863-867, 883-892, 895-901, 905-910, 928-940, 944-950, 956-963, 1011-1018, 1021-1032, 1036-1042, 1057-1063, 1073-1081, 1084-1088, 1099-1108, 1111-1117, 1130-1136, 1139-1146, 1149-1164

Different literary forms and writers:

• Fiction

PE/TE: 109-114, 155-165, 170-179, 344-347, 606-616, 622-633, 637-651, 655-661, 768-777, 781-789, 793-805, 809-815, 826-833, 895-901, 928-940, 944-950, 956-963, 1011-1018, 1021-1032, 1036-1042, 1073-1081, 1084-1088, 1099-1108, 1112-1117, 1130-1136, 1139-1146, 1149-1164

• Poetry

PE/TE: 24-40, 44-58, 62-67, 87-97, 98-105, 130-133, 136-137, 139-151, 211-214, 217-219, 222-225, 228-231, 235-237, 240-241, 267-273, 276-278, 281-285, 289-291, 294-296, 306-307, 338-341, 432-437, 459-461, 483-488, 491-493, 496-507, 511-513, 527-532, 535-543, 546-547, 552-557, 560-561, 583-585, 590-594, 597-598, 671-674, 677-679, 683-687, 690-693, 696-698, 822-823, 843-846, 868, 871-879, 922-

925, 968-971, 974-978, 981-985, 988-989, 1046-1050, 1053-1054, 1091-1095, 1170-1173

• Drama

PE/TE: 701-744, 912-919, 1122-1125

Add'l TE: See also all Literary Connections recommendations: 11g, 201e, 319g, 473e, 573e, 759g, 1003g

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

Maintain an annotated list of works read.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 11g, 201e, 319g, 473e, 573e, 759g, 1003g

Generate a reading log or journal.

PE/TE: 5, 41, 59, 68, 76, 106, 109, 115, 128, 134, 139, 152, 167, 170, 180, 188, 198-199, 213, 215, 218, 220, 226, 232, 235, 238, 254, 255, 258, 260, 265, 268, 274, 279, 282, 286, 289, 292, 295, 297, 316-317, 336, 338, 339, 342, 348, 354, 366, 379, 384, 389, 398, 403, 405, 411, 423, 430, 438, 445, 447, 456, 470-471, 489, 494, 509, 514, 533, 534, 544, 548, 558, 570-571, 586, 590, 602, 617, 622, 634, 637, 652, 675, 681, 688, 694, 745, 756-757, 778, 781, 790, 806, 809, 817, 824, 843, 847, 851, 860, 869, 880, 883, 893, 895, 902, 920, 922, 926, 941, 951, 956, 964, 972, 979, 986, 990, 1000-1001, 1011, 1019, 1033, 1043, 1046, 1051, 1055, 1082, 1089, 1096, 1099, 1109, 1118, 1126, 1130, 1137, 1147, 1149, 1165, 1174, 1184-1185

Participate in formal and informal book talks.

PE/TE: See all Responding Options and Reflect and Assess pages: 41, 59, 68, 76, 106, 115, 128, 134, 152, 167, 180, 188, 198-199, 215, 220, 226, 232, 238, 258, 265, 274, 279, 286, 292, 297, 316-317, 336, 342, 348, 354, 366, 384, 398, 403, 411, 423, 430, 438, 445, 456, 470-471, 489, 494, 509, 514, 533, 534, 544, 548, 558, 570-571, 586, 602, 617, 634, 652, 675, 681, 688, 694, 745, 756-757, 778, 790, 806, 817, 824, 847, 860, 869, 880, 893, 902, 920, 926, 941, 951, 964, 972, 979, 986, 990, 1000-1001, 1019, 1033, 1043, 1051, 1055, 1082, 1089, 1096, 1109, 1118, 1126, 1137, 1147, 1165, 1174, 1184-1185

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:

E1b.1 makes and supports warranted and responsible assertions about the texts;

PE/TE: 41, 59, 68, 76, 78-83, 106, 115, 128, 134, 152, 167, 180, 188, 198-199, 213, 215, 220, 226, 229, 230, 232, 236, 238, 258, 265, 270, 271, 274, 277, 279, 284, 286, 292, 297, 316-317, 336, 339, 342, 348, 354, 366, 384, 398, 403, 411, 423, 430, 438, 445, 456, 470-471, 485, 489, 494, 503, 509, 514, 518-523, 533, 534, 539, 544, 548, 554, 558, 570-571, 586, 602, 617, 634, 652, 662-667, 673, 675, 681, 688, 694, 745, 756-757, 778, 790, 806, 817, 824, 834-839, 847, 860, 869, 880, 893, 902, 920, 926, 941, 951, 964, 972, 979, 986, 990, 1000-1001, 1019, 1033, 1043, 1051, 1055, 1064-1069, 1082, 1089, 1096, 1109, 1118, 1126, 1137, 1147, 1165, 1174, 1184-1185

Add'l TE: 11k, 27, 29, 31, 32, 33, 34, 35, 37, 38, 39, 48, 49, 50, 52, 54, 55, 56, 57, 64, 65, 66, 67, 72, 74, 90, 92, 94, 96, 98, 100, 104, 111, 112, 113, 121, 122, 124, 125, 131, 132, 141, 145, 147, 151, 157, 159, 160, 161, 162, 163, 164, 172, 173, 174, 176, 178, 179, 212, 218, 224, 225, 229, 257, 262, 263, 268, 269, 282, 290, 296, 332, 333, 334, 335, 346, 352, 353, 362, 363, 380, 382, 383, 390, 391, 395, 396, 397, 401, 402, 407, 408, 409, 416, 417, 419, 420, 421, 434, 435, 436, 442, 443, 449, 450, 451, 452, 453, 454, 484, 486, 487, 488, 492, 493, 498, 501, 502, 504, 506, 512, 528, 529, 531, 532, 536, 538, 540, 541, 543, 553, 556, 585, 593, 594, 598, 608, 609, 611, 612, 613, 615, 625, 626, 627, 628, 630, 640, 642, 643, 644, 646, 648, 649, 651, 678, 679, 684, 686, 691, 692, 693, 697, 698, 705, 706, 708, 709, 710, 711, 713, 714, 715, 716, 717, 719, 720, 722, 723, 724, 726, 727, 728, 729, 730, 732, 733, 734, 736, 737, 739, 740, 741, 742, 770, 771, 772, 773, 774, 775, 784, 785, 786, 787, 7965, 797, 798, 799, 801, 802, 812, 813, 814, 815, 823, 845, 846, 853, 854, 855, 857, 858, 859, 867, 874, 875, 877, 878, 891, 897, 898, 899, 900, 914, 916, 917, 919, 923, 925, 930, 931, 934, 935, 936, 937, 938, 939, 946, 949, 950, 957, 958, 959, 961, 962, 970, 971,

976, 977, 978, 982, 983, 984, 989, 1013, 1017, 1018, 1023, 1024, 1026, 1028, 1030, 1031, 1032, 1038, 1039, 1040, 1041, 1047, 1050, 1077, 1078, 1079, 1080, 1087, 1088, 1092, 1094, 1095, 1101, 1103, 1104, 1115, 1116, 1134, 1135, 1136, 1142, 1143, 1144, 1145, 1152, 1155, 1156, 1159, 1161, 1163, 1171, 1173

E1b.2 supports assertions with elaborated and convincing evidence;

PE/TE: 41, 59, 68, 76, 78-83, 106, 115, 128, 134, 152, 167, 180, 188, 198-199, 213, 215, 220, 226, 229, 230, 232, 236, 238, 258, 265, 270, 271, 274, 277, 279, 284, 286, 292, 297, 316-317, 336, 339, 342, 348, 354, 366, 384, 398, 403, 411, 423, 430, 438, 445, 456, 470-471, 485, 489, 494, 503, 509, 514, 518-523, 533, 534, 539, 544, 548, 554, 558, 570-571, 586, 602, 617, 634, 652, 662-667, 673, 675, 681, 688, 694, 745, 756-757, 778, 790, 806, 817, 824, 834-839, 847, 860, 869, 880, 893, 902, 920, 926, 941, 951, 964, 972, 979, 986, 990, 1000-1001, 1019, 1033, 1043, 1051, 1055, 1064-1069, 1082, 1089, 1096, 1109, 1118, 1126, 1137, 1147, 1165, 1174, 1184-1185

Add'l TE: 11k, 27, 29, 31, 32, 33, 34, 35, 37, 38, 39, 48, 49, 50, 52, 54, 55, 56, 57, 64, 65, 66, 67, 72, 74, 90, 92, 94, 96, 98, 100, 104, 111, 112, 113, 121, 122, 124, 125, 131, 132, 141, 145, 147, 151, 157, 159, 160, 161, 162, 163, 164, 172, 173, 174, 176, 178, 179, 212, 218, 224, 225, 229, 257, 262, 263, 268, 269, 282, 290, 296, 332, 333, 334, 335, 346, 352, 353, 362, 363, 380, 382, 383, 390, 391, 395, 396, 397, 401, 402, 407, 408, 409, 416, 417, 419, 420, 421, 434, 435, 436, 442, 443, 449, 450, 451, 452, 453, 454, 484, 486, 487, 488, 492, 493, 498, 501, 502, 504, 506, 512, 528, 529, 531, 532, 536, 538, 540, 541, 543, 553, 556, 585, 593, 594, 598, 608, 609, 611, 612, 613, 615, 625, 626, 627, 628, 630, 640, 642, 643, 644, 646, 648, 649, 651, 678, 679, 684, 686, 691, 692, 693, 697, 698, 705, 706, 708, 709, 710, 711, 713, 714, 715, 716, 717, 719, 720, 722, 723, 724, 726, 727, 728, 729, 730, 732, 733, 734, 736, 737, 739, 740, 741, 742, 770, 771, 772, 773, 774, 775, 784, 785, 786, 787, 796, 797, 798, 799, 801, 802, 812, 813, 814, 815, 823, 845, 846, 853, 854, 855, 857, 858, 859, 867, 874, 875, 877, 878, 891, 897, 898, 899, 900, 914, 916, 917, 919, 923, 925, 930, 931, 934, 935, 936, 937, 938, 939, 946, 949, 950, 957, 958, 959, 961, 962, 970, 971, 976, 977, 978, 982, 983, 984, 989, 1013, 1017, 1018, 1023, 1024, 1026, 1028, 1030, 1031, 1032, 1038, 1039, 1040, 1041, 1047, 1050, 1077, 1078, 1079, 1080, 1087, 1088, 1092, 1094, 1095, 1101, 1103, 1104, 1115, 1116, 1134, 1135, 1136, 1142, 1143, 1144, 1145, 1152, 1155, 1156, 1159, 1161, 1163, 1171, 1173

E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;

PE/TE: 60, 77, 134, 135, 153, 168, 181, 198-199, 215, 220, 226, 227, 232, 233, 238, 239, 258, 259, 274, 275, 279, 280, 286, 287, 292, 297, 298, 316-317, 342, 343, 348, 349, 355, 366, 412, 424, 439, 446, 457, 470-471, 489, 490, 494, 509, 510, 533, 534, 544, 545, 549, 559, 560, 570-571, 587, 595, 596, 602, 635, 653, 675, 676, 681, 682, 688, 694, 695, 699, 746, 756-757, 791, 807, 825, 847, 848, 861, 869, 880, 894, 903, 927, 942, 1034, 1044, 1052, 1064-1069, 1083, 1989, 1097, 1110, 1119, 1127, 1165, 1174, 1175, 1184-1185

Add'l TE: 159, 231, 451, 686, 693, 925, 973

E1b.4 makes perceptive and well developed connections;

Personal connections:

PE/TE: 41, 59, 68, 76, 106, 115, 128, 134, 152, 167, 180, 188, 213, 215, 220, 226, 229, 230, 232, 236, 238, 258, 265, 270, 271, 274, 277, 279, 286, 292, 297, 336, 339, 342, 348, 354, 366, 384, 398, 403, 411, 423, 430, 438, 445, 456, 485, 489, 494, 509, 514, 533, 534, 536, 544, 548, 554, 558, 586, 592, 602, 617, 634, 652, 673, 675, 681, 685, 688, 691, 694, 745, 778, 790, 806, 817, 824, 844, 847, 860, 869, 880, 893, 902, 920, 923, 926, 941, 951, 964, 972, 979, 986, 990, 1000-1001, 1019, 1033, 1043, 1048, 1051, 1055, 1082, 1089, 1093, 1096, 1109, 1118, 1126, 1137, 1147, 1165, 1172, 1174, 1184-1185

Add'l TE: 91

Connections to other texts and subject areas:

PE/TE: 42, 60, 68, 69, 77, 107, 116, 129, 134, 135, 153, 168, 181, 198-199, 215, 220, 226, 227, 232, 233, 238, 239, 258, 259, 266, 274, 275, 279, 280, 286, 287, 292, 293, 297, 298, 316-317, 337, 342, 343, 348, 349, 355, 366, 412, 424, 439, 446, 457, 470-471, 489, 490, 494, 495, 509, 510, 515, 533, 534, 544, 545, 549, 559, 560, 570-571, 587, 595, 596, 602, 635, 653, 675, 676, 681, 682, 688, 694, 695, 699, 746, 756-757, 791, 807, 818, 825, 847, 848, 861, 869, 870, 880, 881, 894, 903, 927, 942, 1034, 1044, 1052, 1064-1069, 1083, 1989, 1097, 1110, 1119, 1127, 1165, 1174, 1175, 1184-1185

Add'l TE: 74, 146, 159, 221, 231, 451, 686, 693, 925, 973

E1b.5 evaluates writing strategies and elements of the author's craft.

PE/TE: 42, 60, 69, 107, 116, 128, 153, 168, 180, 215, 220, 221, 227, 232, 238, 239, 259, 265, 274, 279, 286, 289, 297, 316, 342, 354, 384, 398, 403, 439, 445, 456, 470-471, 489, 509, 514, 518-523, 533, 544, 548, 558, 570-571, 617, 662-667, 675, 681, 688, 694, 745, 757, 779, 791, 806, 818, 824, 834-839, 847, 848, 870, 920, 941, 942, 944, 951, 952, 972, 979,

1000-1001, 1019, 1033, 1043, 1051, 1055, 1064-1069, 1089, 1109, 1119, 1126, 1166, 1174, 1185
Add'l TE: 27, 29, 31, 32, 33, 48, 49, 50, 54, 55, 56, 57, 64, 65, 67, 72, 74, 90, 92, 94, 98, 100, 104, 122, 124, 125, 131, 132, 145, 157, 159, 160, 161, 164, 174, 176, 212, 224, 229, 263, 268, 269, 334, 353, 380, 382, 383, 391, 396, 397, 402, 420, 434, 436, 449, 453, 454, 484, 486, 498, 501, 502, 504, 506, 528, 529, 531, 532, 536, 538, 540, 541, 594, 598, 608, 609, 611, 613, 625, 626, 630, 642, 643, 678, 679, 684, 686, 691, 693, 709, 711, 714, 716, 720, 723, 724, 727, 728, 729, 737, 741, 770, 771, 772, 775, 796, 797, 798, 799, 802, 813, 845, 846, 867, 875, 877, 878, 891, 897, 900, 917, 923, 930, 939, 946, 950, 957, 961, 962, 970, 971, 976, 977, 978, 982, 983, 984, 989, 1013, 1023, 1024, 1028, 1030, 1031, 1038, 1039, 1040, 1041, 1047, 1050, 1080, 1088, 1094, 1095, 1101, 1104, 1115, 1135, 1143, 1144, 1152, 1156, 1159

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).

PE/TE: Opportunities to address this activity may be found on the following pages: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 11381240-1243

Add'l TE: 11k, 20i

Construct a review of several works by a single author.

PE/TE: 1064-1069; additional opportunities to address this activity may be found on the following pages: 87-97, 98-105; 217-219; 228-231, 240-241; 235-237; 267-273; 276-278; 294-296; 338-341; 414-418, 419-421; 483-488; 496-807; 527-532; 535-543; 552-557; 590-594; 671-674; 677-679; 683-687; 690-693; 922-925; 974-978; 981-985; 1170-1173

Add'l TE: 573i

Construct a review of several archetypal characters or themes found in British literature.

PE/TE: All selections in *The Language of Literature* are arranged thematically. Most reflect archetypal themes and/or characters and may be used to demonstrate this activity. See especially the following pages for examples: 24-40; 87-97, 98-105; 139-151, 155-166; 211-214, 217-219, 222-225, 228-231; 329-335, 338-341, 350-353, 356-360; 483-488, 496-507, 511-513; 671-674, 677-679, 683-687, 690-693, 701-744; 843-846, 850-859, 863-867, 883-892, 895-901, 905-910; 912-919, 922-925, 928-940, 944-950, 956-963, 968-971, 974-978, 981-985; 1073-1081, 1084-1088, 1091-1095, 1099-1108

Produce a literary response paper (as an example, describe social, historical, or cultural features of the time indicated in the British literature).

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

Produce a thesis based research report concentrating on British literature.

PE/TE: Opportunities to address this activity may be found on the following pages: 992-999, 1240-1243

Participate in formal or informal book talks e.g. Socratic seminar and literature circles pertaining to British literature.

PE/TE: See all Responding Options and Reflect and Assess pages: 41, 59, 68, 76, 106, 115, 128, 134, 152, 167, 180, 188, 198-199, 215, 220, 226, 232, 238, 258, 265, 274, 279, 286, 292, 297, 316-317, 336, 342, 348, 354, 366, 384, 398, 403, 411, 423, 430, 438, 445, 456, 470-471, 489, 494, 509, 514, 533, 534, 544, 548, 558, 570-571, 586, 602, 617, 634, 652, 675, 681, 688, 694, 745, 756-757, 778, 790, 806, 817, 824, 847, 860, 869, 880, 893, 902, 920, 926, 941, 951, 964, 972, 979, 986, 990, 1000-1001, 1019, 1033, 1043, 1051, 1055, 1082, 1089, 1096, 1109, 1118, 1126, 1137, 1147, 1165, 1174, 1184-1185

Create an annotated book list organized according to author, theme, or genre.

PE/TE: All reading selections may be used to demonstrate this activity.

Add'l TE: See also all Literary Connections recommendations: 11g, 201e, 319g, 473e, 573e, 759g, 1003g

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1 interprets and analyzes information;

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 70-75, 118-127, 184-187, 260-264, 3020305, 329-335, 350-353, 356-360, 361-364, 365, 379-383, 388-397, 400-402, 405-410, 414-418, 419-421, 422, 425-429, 440-444, 447-455, 508, 543, 599-601, 680, 816, 850-859, 863-867, 883-892, 905-910, 1057-1063. Report Writing: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E1c.2 relates new information to prior knowledge or experience;

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 70-75, 118-127, 184-187, 260-264, 3020305, 329-335, 350-353, 356-360, 361-364, 365, 379-383, 388-397, 400-402, 405-410, 414-418, 419-421, 422, 425-429, 440-444, 447-455, 508, 543, 599-601, 680, 816, 850-859, 863-867, 883-892, 905-910, 1057-1063. Report Writing: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E1c.3 extends ideas;

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 70-75, 118-127, 184-187, 260-264, 3020305, 329-335, 350-353, 356-360, 361-364, 365, 379-383, 388-397, 400-402, 405-410, 414-418, 419-421, 422, 425-429, 440-444, 447-455, 508, 543, 599-601, 680, 816, 850-859, 863-867, 883-892, 905-910, 1057-1063. Report Writing: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E1c.4 makes a connection to related topics or information.

PE/TE: All nonfiction selections and report writing pages may be used to demonstrate this Performance Benchmark. See especially the following pages for examples. Nonfiction: 70-75, 118-127, 184-187, 260-264, 3020305, 329-335, 350-353, 356-360, 361-364, 365, 379-383, 388-397, 400-402, 405-410, 414-418, 419-421, 422, 425-429, 440-444, 447-455, 508, 543, 599-601, 680, 816, 850-859, 863-867, 883-892, 905-910, 1057-1063. Report Writing: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

Examples of activities through which students might produce evidence of reading informational materials include:

Use information to support or enhance a project.

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

Write a report of information that draws from multiple sources.

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

Incorporate expert opinions into a speech or position paper.

PE/TE: 748-755, 869, 986, 1176-1183, 1238-1239

Incorporate information from several noted experts to support a thesis in a research paper.

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

Use informational materials to reach a conclusion regarding a controversial topic.

PE/TE: 403, 748-755, 869, 986, 1176-1183, 1238-1239

Use informational materials to produce a portfolio regarding British authors' points of view in contemporary and historical essays, speeches, and critical reviews.

PE/TE: Opportunities to address this activity may be found on the following pages: 260-264, 350-353, 379-383, 388-397, 405-410, 414-418, 419-421, 863-867, 883-892, 905-910

Add'l TE: 98

Summarize key points and issues of a British historical or artistic exhibit.

TE: Opportunities to address this activity may be found on the following pages: 11k, 201i, 473i

Produce a research paper about post-secondary training and career choices.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other research-based assignments.

Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

PE/TE: Opportunities to address this activity may be found on the following pages: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

Grade 12 - 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.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E2a.2 develops a controlling idea that conveys a perspective on the subject;

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E2a.4 includes appropriate facts and details;

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E2a.5 excludes extraneous and inappropriate information;

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

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;

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

E2a.7 provides a sense of closure to the writing.

PE/TE: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

Examples of reports include:

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).

PE/TE: **PE/TE:** 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

PE/TE: Opportunities to address this activity may be found on the following pages: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).

PE/TE: Opportunities to address this activity may be found on the following pages: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

A report produced as part of studies in subjects such as science, social studies, and mathematics.

PE/TE: Opportunities to address this activity may be found on the following pages: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 992-999, 1034, 1097, 1119, 1138, 1240-1243

Add'l TE: 11k, 201i

A thesis-based research paper.

PE/TE: 992-999, 1240-1243; see also all other report writing pages: 42, 60, 69, 107, 116, 129, 153, 189, 216, 233, 266, 280, 287, 293, 298, 337, 343, 349, 355, 385, 399, 404, 431, 439, 446, 457, 495, 510, 515, 534, 545, 549, 587, 596, 618, 635, 746, 779, 818, 861, 870, 881, 903, 942, 952, 1034, 1097, 1119, 1138

Add'l TE: 11k, 201i

An investigative report presented in multi-media format.

PE/TE: Opportunities to address this activity may be found on the following pages: 1251-1253

A cross-curricular report about a British author or British time period.

TE: Opportunities to address this activity may be found on the following pages: 11k, 201i, 319k, 1003k

E2b The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

E2b.5 anticipates and answers a reader's questions;

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

E2b.6 recognizes possible ambiguities, nuances, complexities, and analogies;

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

E2b.7 provides a sense of closure to the writing.

PE/TE: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

Examples of responses to literature include:

An evaluation of a piece of literature or several pieces of British literature.

PE/TE: 76, 77, 78-83, 274, 286, 384, 489, 662-667, 694, 745, 778, 834-839, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

A comparison of a piece of British literature with its media (video, tape, radio, television, ballet, artistic) presentation.

PE/TE: 807

Add'l TE: 473i, 735; see also 795

A response that focuses on personalizing the theme of a British literary work.

PE/TE: 59, 115, 128, 297, 423, 518-523, 694, 979

Add'l TE:

An analysis of the significance of a section of a British novel in terms of its significance to the novel as a whole.

PE/TE: All fiction reading selections may be used to demonstrate this activity.

Add'l TE: See also the following pages: 11g, 201e, 319g, 319k, 473e, 573e, 573i, 759g, 1003g

An evaluation of the role played by setting in a British novel.

PE/TE: Opportunities to address this activity may be found on the following pages: 834-839, 1064-1069

An analysis of the effect of a minor character on the plot of a British novel.

PE/TE: Opportunities to address this activity may be found on the following pages: 78-83, 834-839, 1064-1069

An evaluation of a recurring motif in a British novel, short story, or a play.

PE/TE: Opportunities to address this activity may be found on the following pages: 78-83, 152, 274, 662-667

Add'l TE: 319k

A comparison of two critical interpretations of a British poem or a work of fiction.

PE/TE: Opportunities to address this activity may be found with Critic's Corner references: 107, 116, 153, 168, 275, 292, 490, 510, 515, 596, 676, 682, 689, 695, 746, 825, 903, 942, 952, 965, 973, 1020, 1044, 1110, 1127, 1166, 1175

Add'l TE: 38, 55, 65, 161, 231, 269, 296, 319k, 390, 487, 501, 531, 543, 554, 613, 630, 680, 686, 695, 726, 728, 734, 816, 831, 844, 899, 907, 919, 925, 950, 978, 984

A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction based on two expert interpretations.

PE/TE: Opportunities to address this activity may be found with Critic's Corner references: 275, 292, 490, 515, 596, 676, 942, 1175

Add'l TE: 38, 65, 269, 319k, 390, 487, 501, 543, 554, 686, 695, 831, 907, 919, 925, 950

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

E2c.2 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);

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

E2c.3 creates an organizing structure;

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

E2c.4 includes sensory details and concrete language to develop plot and character;

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

E2c.5 excludes extraneous details and inconsistencies;

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

E2c.6 develops complex characters;

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

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;

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

E2c.8 provides a sense of closure to the writing.

PE/TE: 41, 68, 106, 134, 189, 190-197, 258, 274, 297, 336, 342, 348, 398, 456, 652, 694, 699, 806, 920, 941, 951, 972, 1033, 1165, 1230-1231

Examples of narrative accounts include:

A biographical account.

PE/TE: 297, 398, 951

Add'l TE: See also 39

A fiction or non-fiction story.

PE/TE: 106, 134, 258, 274, 336, 348, 489, 652, 951, 972, 1165

A personal narrative.

PE/TE: 68, 189, 190-197, 342, 456, 694, 699, 806

A narrative poem or song based on a British hero.

PE/TE: Opportunities to address this activity may be found on the following pages: 134, 920, 1174; see also other poetry writing assignments: 215, 220, 232, 274, 308-315, 489, 509, 544, 681, 860, 880, 1019

Add'l TE: 460, 658

An historical account.

PE/TE: 336, 1033

A parody of a particular narrative style; e.g., fable, soap opera.

PE/TE: Opportunities to address this activity may be found on the following pages: 226, 279, 398, 602

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

TE: Opportunities to address this Performance Benchmark may be found on the following page and in other writing assignments: 34

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;

TE: Opportunities to address this Performance Benchmark may be found on the following page and in other writing assignments: 34

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

TE: Opportunities to address this Performance Benchmark may be found on the following page and in other writing assignments: 34

E2d.4 includes relevant information;

TE: Opportunities to address this Performance Benchmark may be found on the following page and in other writing assignments: 34

E2d.5 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

TE: Opportunities to address this Performance Benchmark may be found on the following page and in other writing assignments: 34

E2d.7 provides a sense of closure to the writing.
TE: Opportunities to address this Performance Benchmark may be found on the following page and in other writing assignments: 34

Examples of narrative procedures include:

A set of rules for organizing a class meeting.

TE: Opportunities to address this activity may be found on the following page and in other writing assignments: 34

A set of instructions for playing computer games.

TE: Opportunities to address this activity may be found on the following page and in other writing assignments: 34

A set of instructions for using media technology.

TE: Opportunities to address this activity may be found on the following page and in other writing assignments: 34

A report of a mathematical investigation.

PE/TE: Opportunities to address this activity may be found on the following pages: 129, 870

A set of instructions for evaluating searches on the web.

TE: Opportunities to address this activity may be found on the following page and in other writing assignments: 34

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

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;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

E2e.4 includes appropriate information and arguments;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

E2e.5 excludes information and arguments that are irrelevant;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

E2e.6 anticipates and addresses reader concerns and counter-arguments;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

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

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

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

PE/TE: 258, 265, 354, 411, 533, 617, 694, 748-755, 824, 869, 979, 1096, 1176-1183, 1238-1239

Examples of persuasive essays include:

A position paper.

PE/TE: 265, 354, 411, 533, 694, 748-755, 824, 869, 1096, 1176-1183, 1238-1239

A problem-solution paper.

PE/TE: 1232, 1235; see also 748-755, 1176-1183

Add'l TE:

Opening and closing statements for a debate.

PE/TE: Opportunities to address this activity may be found on the following pages: 349, 510, 894

An evaluation of a product or a policy.

PE/TE: Opportunities to address this activity may be found on the following pages: 748-755, 869, 1238-1239

A critique of a public policy.

PE/TE: 533, 748-755, 869, 1238-1239

An editorial on a current issue that uses reasoned arguments to support an opinion.

PE/TE: Opportunities to address this activity may be found on the following pages: 258, 533, 617, 979, 1096, 1238-1239

Add'l TE:

E2f: The student produces a reflective essay that:

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

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

E2f.2 analyzes a condition or situation of significance;

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

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

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

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

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

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

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

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

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

Examples of reflective essays include:

An analysis of the significance of a British literary work.

PE/TE: Opportunities to address this activity may be found on the following pages: 59, 76, 77, 78-83, 115, 152, 274, 286, 297, 316, 384, 423, 489, 518-523, 570, 662-667, 694, 745, 778, 834-839, 979, 1064-1069, 1109, 1126

Add'l TE: 319k, 573i

A report about a concrete occasion and its implications over time.

PE/TE: 190-197

An essay comparing a school issue to broader societal concerns.

PE/TE: Opportunities to address this activity may be found on the following pages: 190-197

A paper explaining how some experiences, conditions, or concerns have universal significance.

PE/TE: Opportunities to address this activity may be found on the following pages: 190-197

A self-reflective essay evaluating a portfolio to be submitted.

PE/TE: Opportunities to address this activity may be found on the following pages: 199, 317, 471, 571, 1001, 1185

Add'l TE: 936

A comparison of a scene from a work of fiction with a lesson learned from a personal experience.

PE/TE: 68, 342

Add'l TE:

A paper about a common childhood experience from a more adult perspective.

PE/TE: Opportunities to address this activity may be found on the following pages: 190-197

A college entrance essay based on a significant personal experience.

PE/TE: Opportunities to address this activity may be found on the following pages: 190-197

Grade 12 - 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.

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

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

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 266; see also 68, 286, 456, 534, 653, 689, 791, 942, 980

Add'l TE: 126, 332, 1040; see also 1003k

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 266; see also 68, 286, 456, 534, 653, 689, 791, 942, 980

Add'l TE: 126, 332, 1040; see also 1003k

E3a.2 asks relevant questions;

E3a.3 responds to questions with appropriate elaboration;

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 266; see also 68, 286, 456, 534, 653, 689, 791, 942, 980

Add'l TE: 126, 332, 1040; see also 1003k

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing; eg., “what if...”, “very likely...”, “I’m unsure whether...”;

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 266; see also 68, 286, 456, 534, 653, 689, 791, 942, 980

Add'l TE: 126, 332, 1040; see also 1003k

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

PE/TE: All Responding Options pages provide opportunities to demonstrate this Performance Benchmark. See also the following pages for one-to-one conferences: 266; see also 68, 286, 456, 534, 653, 689, 791, 942, 980

Add'l TE: 126, 332, 1040; see also 1003k

Examples of one-to-one interactions include: Analytical discussion of movies or television programs in a one to one situation.

PE/TE: Opportunities to address this activity may be found on the following pages: 135, 376-377, 596, 668-669, 807

Add'l TE: 473i, 795, 858, 890

Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 78-83, 190-197, 244-249, 308-315, 370-375, 462-469, 518-523, 562-569, 662-667, 748-755, 834-839, 992-999, 1064-1069, 1176-1183

Assessment interview by a teacher about an author or book.

PE/TE: Opportunities to address this activity may be found on the following pages: 78-83, 198-199, 316-317, 470-471, 518-523, 570-571, 662-667, 756-757, 834-839, 1000-1001, 1064-1069, 1184-1185

Dialogue and discussions on academic, technical, or community subjects.

PE/TE: Opportunities to address this activity may be found on all Responding Options, Writing Workshop, and Reflect and Assess pages.

Interviews with guest speakers and community members.

PE/TE: Opportunities to address this activity may be found on the following pages: 68, 266, 286, 456, 534, 653, 689, 791, 942, 980

Add'l TE: 26, 332, 1040; see also 1003k

Teacher/pupil writing conference to dialogue about the student’s writing.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 78-83, 190-197, 244-249, 308-315, 370-375, 462-469, 518-523, 562-569, 662-667, 748-755, 834-839, 992-999, 1064-1069, 1176-1183

Electronic teacher/pupil writing conference.

PE/TE: Opportunities to address this activity may be found on all Writing Workshop pages: 78-83, 190-197, 244-249, 308-315, 370-375, 462-469, 518-523, 562-569, 662-667, 748-755, 834-839, 992-999, 1064-1069, 1176-1183

Interview for a job or college entrance.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other speaking activities.

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

E3b.1 displays appropriate turn-taking behaviors;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.2 actively solicits another person's comment or opinion;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.3 offers own opinion forcefully without dominating;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.4 responds appropriately to comments and questions;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.6 gives reasons in support of opinions expressed;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

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);

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

E3b.9 divides labor so as to achieve the overall group goal efficiently.

PE/TE: 41, 42, 59, 60, 68, 69, 107, 116, 129, 152, 153, 167, 180, 181, 189, 215, 216, 226, 233, 251, 265, 274, 286, 287, 293, 297, 336, 337, 342, 343, 348, 349, 354, 355, 385, 398, 403, 404, 412, 423, 430, 431, 438, 445, 456, 489, 490, 495, 510, 514, 533, 534, 544, 545, 549, 570, 586, 596, 602, 603, 617, 618, 634, 682, 688, 694, 695, 700, 745, 779, 790, 807, 818, 825, 894, 903, 921, 926, 927, 941, 942, 951, 964, 965, 972, 980, 991, 1033, 1034, 1082, 1083, 1090, 1097, 1109, 1110, 1118, 1126, 1138, 1166, 1175

Add'l TE: 11k, 34, 67, 120, 121, 141, 149, 150, 172, 175, 177, 178, 179, 201i, 230, 280, 303, 319k, 353, 428, 444, 473i, 539, 573i, 592, 714, 759k, 805, 854, 857, 885, 900, 1003k, 1015, 1049, 1062, 1075, 1093, 1104, 1142, 1162

Examples of activities involving group meeting include:

Develop and negotiate a classroom rubric.

PE/TE: Opportunities to address this activity may be found on the following pages: 82, 197, 248, 315, 374, 469, 522, 569, 666, 755, 838, 999, 1068, 1183

Add'l TE: See also all pages with rubrics for evaluating activities.

Engage in classroom town meetings.

PE/TE: Opportunities to address this activity may be found on the following pages: 226, 349, 510, 894

Add'l TE: 410

Participate in book talks, literature circles, and Socratic seminars with other students.

PE/TE: See all Responding Options and Reflect and Assess pages: 41, 59, 68, 76, 106, 115, 128, 134, 152,

167, 180, 188, 198-199, 215, 220, 226, 232, 238, 258, 265, 274, 279, 286, 292, 297, 316-317, 336, 342, 348, 354, 366, 384, 398, 403, 411, 423, 430, 438, 445, 456, 470-471, 489, 494, 509, 514, 533, 534, 544, 548, 558, 570-571, 586, 602, 617, 634, 652, 675, 681, 688, 694, 745, 756-757, 778, 790, 806, 817, 824, 847, 860, 869, 880, 893, 902, 920, 926, 941, 951, 964, 972, 979, 986, 990, 1000-1001, 1019, 1033, 1043, 1051, 1055, 1082, 1089, 1096, 1109, 1118, 1126, 1137, 1147, 1165, 1174, 1184-1185

Work as part of a group to solve a complex real life task, conundrum, or problem.

PE/TE: Opportunities to address this activity may be found on the following pages: 129, 870

Add'l TE: 221

Role play.

PE/TE: 59, 68, 153, 198, 286, 412, 431, 457, 807, 848, 921, 980, 1083, 1097, 1110, 1118, 1138

Add'l TE: 177, 319k, 444, 805, 1015, 1093

Participate in peer writing response groups.

PE/TE: 81, 195, 247, 313, 373, 467, 521, 567, 665, 753, 837, 997, 1067, 1181, 1216-1217

Participate in electronic discussion groups.

PE/TE: Opportunities to address this activity may be found on the following pages: 81, 195, 247, 313, 373, 467, 521, 567, 665, 753, 837, 997, 1067, 1181, 1216-1217

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

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

PE/TE: 69, 128, 129, 216, 286, 287, 293, 298, 343, 404, 457, 495, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 201i, 280, 303, 319k, 395, 473i, 573i, 759k, 867

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

PE/TE: 69, 128, 129, 216, 286, 287, 293, 298, 343, 404, 457, 495, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 201i, 280, 303, 319k, 395, 473i, 573i, 759k, 867

E3c.3 uses notes or other memory aids to structure the presentation;

PE/TE: 69, 128, 129, 216, 286, 287, 293, 298, 343, 404, 457, 495, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 201i, 280, 303, 319k, 395, 473i, 573i, 759k, 867

E3c.4 develops several main points relating to a single thesis;

PE/TE: 69, 128, 129, 216, 286, 287, 293, 298, 343, 404, 457, 495, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 201i, 280, 303, 319k, 395, 473i, 573i, 759k, 867

E3c.5 engages the audience with appropriate verbal cues and eye contact;

PE/TE: 69, 128, 129, 216, 286, 287, 293, 298, 343, 404, 457, 495, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 201i, 280, 303, 319k, 395, 473i, 573i, 759k, 867

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

PE/TE: 69, 128, 129, 216, 286, 287, 293, 298, 343, 404, 457, 495, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 201i, 280, 303, 319k, 395, 473i, 573i, 759k, 867

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).

PE/TE: 69, 129, 287, 293, 298, 404, 515, 534, 545, 587, 618, 635, 700, 746, 779, 818, 861, 870, 881, 1020, 1119

Add'l TE: 280, 303, 473i, 573i

A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.

PE/TE: 128, 343, 457, 495, 818

Add'l TE: 201i, 395, 410, 573i, 759k

A forum discussion during which audience members question and respond to panelists during a presentation.

PE/TE: Opportunities to address this activity may be found on the following pages: 128, 343, 457, 495, 818

Add'l TE: 201i, 395, 410, 573i, 759k

A simulated congress (e.g., Model United Nations) in which each participant "represents" the interests of a particular constituency.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other speaking assignments.

A multimedia presentation employing sound, jpeg or mpg files, graphics and/or animation.

PE/TE: Opportunities to address this activity may be found on the following pages: 1251-1253

Video broadcasting of a presentation.

TE: Opportunity to address this activity may be found on the following page: 473i

A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.

PE/TE: 69, 129, 287, 298, 404, 515, 587, 635, 861, 881, 1119

Add'l TE: 303

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

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 376-377, 596, 668-669, 807

Add'l TE: 473i, 795, 858, 890

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 135, 376-377, 668-669, 807

Add'l TE: 473i, 735, 795, 858, 890

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 596, 807

Add'l TE: 473i, 735, 795, 858, 890

E3d.4 defines the role of advertising as part of media presentation.

PE/TE: Opportunities to address this Performance Benchmark may be found on the following pages: 376-377, 668-669

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.

TE: Opportunities to address this activity may be found on the following pages: 795, 858

Summarize patterns of media exposure in writing or in an oral report.

PE/TE: Opportunities to address this activity may be found on the following pages: 135, 250-251, 596, 807

Add'l TE: 473i, 735, 755, 858, 890

Evaluate the appeal of popular television shows and films for particular audiences.

PE/TE: Opportunities to address this activity may be found on the following pages: 135, 250-251, 596, 807

Add'l TE: 473i, 735, 795, 890

Explain and evaluate the use of "propaganda techniques" (e.g., bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.

PE/TE: Opportunities to address this activity may be found on the following pages: 668-669

Add'l TE: 165, 890

Create an opinion how the media reflects and shapes cultural values and biases and defend this opinion with supporting documentation.

PE/TE: Opportunities to address this activity may be found on the following pages: 135, 250-251, 596, 807

Add'l TE: 165, 473i, 735, 795, 858, 890

Interpret and evaluate ambiguities, subtleties, ironies, and nuances in media on the viewer.

PE/TE: Opportunities to address this activity may be found on the following pages: 250-251, 596, 668-669, 807

Add'l TE: 473i, 858, 890

Analyze and evaluate information on the internet.

PE/TE: Opportunities to address this activity may be found on the following pages: 1244

Create a multiple perspective of the coverage of a single event from different media sources.

PE/TE: Opportunities to address this activity may be found on the following pages: 250-251, 596

Add'l TE: 165, 473i, 858, 890

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

E3e.1 takes notes on salient information;

TE: 57, 410

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);

TE: 410

E3e.3 accurately summarizes and evaluates the essence of each speaker's response;

TE: 57, 410

E3e.4 formulates and supports a judgment about the issues under discussion.

TE: 410

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.

TE: Opportunities to address this activity may be found on the following pages: 57, 410

Produce charts and/or diagrams as part of an analysis of a public address.

PE/TE: Opportunities to address this activity may be found on the following pages: 1249-1250

Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, political correctness).

TE: Opportunities to address this activity may be found on the following pages: 410

Summarize key points of a public speech.

TE: Opportunities to address this activity may be found on the following pages: 57, 410

Analyze the intent and appeal of public address.

TE: Opportunities to address this activity may be found on the following pages: 57, 410

Grade 12 - E4 Conventions, Grammar, and Usage of the English Language

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.

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:

E4a.1 grammar;

PE/TE: 83, 249, 375, 469, 523, 569, 667, 1069, 1254-1256, 1257-1263, 1264-1271, 1272-1276, 1277-1280

Add'l TE: 50, 113, 123, 158, 187, 262, 272, 352, 383, 393, 408, 419, 500, 628, 639, 685, 721, 724, 855, 868, 877, 886, 900, 917, 960, 1026, 1038, 1087, 1102, 1124, 1135, 1141, 1154

E4a.2 paragraph structure;

PE/TE: 1222-1123

E4a.3 punctuation;

PE/TE: 79, 197, 315, 999, 1285-1293

Add'l TE: 36, 75, 102, 148, 173, 359, 428, 442, 600, 614, 674, 771, 788, 796, 814, 935, 1116

E4a.4 sentence construction;

PE/TE: 375, 523, 667, 839, 1069, 1254-1256

Add'l TE: 50, 113, 123, 359, 420, 868, 877, 900, 1102, 1141

E4a.5 spelling;

PE/TE: All writing assignments may be used to address this Performance Benchmark.

E4a.6 usage;

PE/TE: 79, 83, 197, 249, 315, 375, 469, 523, 569, 667, 755, 839, 999, 1069, 1183, 1254-1256, 1257-1263, 1264-1271, 1272-1276, 1277-1280, 1281-1284, 1285-1293

Add'l TE: 36, 75, 102, 113, 123, 148, 158, 173, 187, 262, 272, 352, 383, 393, 408, 419, 428, 442, 450, 500, 600, 614, 628, 674, 685, 721, 771, 788, 796, 814, 855, 877, 900, 917, 935, 960, 1026, 1038, 1076, 1087, 1102, 1116, 1124, 1135, 1141

E4a.7 syntax.

PE/TE: 245, 311, 313, 375, 523, 667, 1069

Add'l TE: 113, 359, 628

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.

PE/TE: All writing assignments may be used to demonstrate this activity. See especially all Writing Workshop pages: 78-83, 190-197, 244-249, 308-315, 370-375, 462-469, 518-523, 562-569, 662-667, 748-755, 834-839, 992-999, 1064-1069, 1176-1183

Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.

PE/TE: 82-83, 196-197, 248-249, 314-315, 374-375, 468-469, 522-523, 568-569, 666-667, 754-755, 838-839, 998-999, 1068-1069, 1182-1183, 1218-1219

Apply the conventions of language during formal oral presentations.

PE/TE: Opportunities to address this activity may be found with all speaking activities and on the following pages: 82-83, 196-197, 248-249, 314-315, 374-375, 468-469, 522-523, 568-569, 666-667, 754-755, 838-839, 998-999, 1068-1069, 1182-1183, 1218-1219

Demonstrate use of a variety of sentence patterns for stylistic effects.

PE/TE: 311, 667, 839

Add'l TE: 420, 877

Make effective use of language and style to connect with the audience and content.

PE/TE: 81-83, 194-197, 247-249, 312-315, 371, 373-375, 466-469, 521-523, 565-569, 665-667, 996-999, 1067-1069, 1180-1183

Analyze the language conventions of other groups and cultures.

PE/TE: Opportunities to address this activity may be found on the following pages: 912-919, 1084-1088, 1089

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:

E4b.1 adding or deleting details;
PE/TE: 81-82, 195-196, 247-248, 312-314, 373-374, 466-468, 519, 521-522, 567-568, 665-666, 752-754, 837-838, 997-998, 1067-1068, 1181-1182, 1218

E4b.2 adding or deleting explanations;
PE/TE: 81-82, 195-196, 247-248, 313-314, 373-374, 466-468, 521-522, 567-568, 665-666, 752-754, 837-838, 997-998, 1067-1068, 1181-1182, 1218

E4b.3 clarifying difficult passages;
PE/TE: 81-82, 195-196, 247-248, 312-314, 373-374, 466-468, 519, 521-522, 567-568, 665-666, 752-754, 837-838, 997-998, 1067-1068, 1181-1182, 1218

E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;
PE/TE: 81-82, 195-196, 247-248, 313-314, 373-374, 467-468, 521-522, 567-568, 665-666, 752-754, 837-838, 997-998, 1067-1068, 1181-1183

E4b.5 sharpening the focus;
PE/TE: 81-82, 195-196, 247-248, 313-314, 373-374, 466-468, 521-522, 565, 567-568, 665-666, 752-754, 837-838, 996-998, 1067-1068, 1181-1182, 1220-1221

E4b.6 reconsidering the organizational structure;
PE/TE: 81-82, 195-196, 247-248, 313-314, 373-374, 467-468, 521-522, 567-568, 665-666, 752-754, 837-838, 995-998, 1067-1068, 1181-1182, 1218

E4b.7 rethinking and/or rewriting the piece in light of different audience and purposes.
PE/TE: 81-82, 195-196, 247-248, 313-314, 373-374, 467-468, 521-522, 567-568, 665-666, 752-754, 837-838, 997-998, 1067-1068, 1181-1182, 1215

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.

PE/TE: 82-83, 196-197, 248-249, 314-315, 374-375, 468-469, 522-523, 568-569, 666-667, 754-755, 838-839, 998-999, 1068-1069, 1182-1183, 1218-1219

Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.

PE/TE: 81-83, 194-197, 247-249, 312-315, 373-375, 466-469, 521-523, 565-569, 665-667, 996-999, 1067-1069, 1180-1183

Critique the writing or presentation of a peer.

PE/TE: 81, 195, 247, 313, 373, 467, 521, 567, 665, 753, 837, 997, 1067, 1181, 1216-1217

Describe the reasons for stylistic choices made as a writer or presenter.

PE/TE: 81-83, 194-197, 247-249, 312-315, 373-375, 466-469, 521-523, 565-569, 665-667, 996-999, 1067-1069, 1180-1183

Produce a series of papers on the same topic, each serving a different purpose.

PE/TE: 78-83, 308-315, 370-375, 462-469, 518-523, 662-667, 834-839, 1064-1069

Manage a writing portfolio and/or electronic portfolio.

PE/TE: Opportunities to address this activity may be found on the following pages: 199, 317, 471, 571, 757, 1001, 1185

Add'l TE: 936

Grade 12 - E5 Literature

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

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

E5a.1 makes thematic connections among literary texts, public discourse, and media;

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See the following pages for examples: 24-40, 44-58, 62-67; 211-214, 217-219, 222-225, 228-231, 235-237, 240-241; 379-

383, 388-397, 400-402, 405-410; 527-532, 535-543, 552-557, 560-561; 768-777, 793-805, 809-815, 822-823, 826-833; 1011-1018, 1021-1032, 1036-1042, 1046-1050; 1122-1125, 1130-1136, 1149-1164, 1170-1173

E5a.2 evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;

PE/TE: 42, 60, 69, 107, 116, 128, 153, 168, 180, 215, 220, 221, 227, 232, 238, 239, 259, 265, 274, 279, 286, 289, 297, 316, 342, 354, 384, 398, 403, 439, 445, 456, 470-471, 489, 509, 514, 518-523, 533, 544, 548, 558, 570-571, 617, 662-667, 675, 681, 688, 694, 745, 757, 779, 791, 806, 818, 824, 834-839, 847, 848, 870, 920, 941, 942, 944, 951, 952, 972, 979, 1000-1001, 1019, 1033, 1043, 1051, 1055, 1064-1069, 1089, 1109, 1119, 1126, 1166, 1174, 1185

Add'l TE: 27, 29, 31, 32, 33, 48, 49, 50, 54, 55, 56, 57, 64, 65, 67, 72, 74, 90, 92, 94, 98, 100, 104, 122, 124, 125, 131, 132, 145, 157, 159, 160, 161, 164, 174, 176, 212, 224, 229, 263, 268, 269, 334, 353, 380, 382, 383, 391, 396, 397, 402, 420, 434, 436, 449, 453, 454, 484, 486, 498, 501, 502, 504, 506, 528, 529, 531, 532, 536, 538, 540, 541, 594, 598, 608, 609, 611, 613, 625, 626, 630, 642, 643, 678, 679, 684, 686, 691, 693, 709, 711, 714, 716, 720, 723, 724, 727, 728, 729, 737, 741, 770, 771, 772, 775, 796, 797, 798, 799, 802, 813, 845, 846, 867, 875, 877, 878, 891, 897, 900, 917, 923, 930, 939, 946, 950, 957, 961, 962, 970, 971, 976, 977, 978, 982, 983, 984, 989, 1013, 1023, 1024, 1028, 1030, 1031, 1038, 1039, 1040, 1041, 1047, 1050, 1080, 1088, 1094, 1095, 1101, 1104, 1115, 1135, 1143, 1144, 1152, 1156, 1159

E5a.3 analyzes the characteristics of literary forms and genres;

PE/TE: 25, 62, 76, 116, 128, 135, 153, 168, 180, 184, 188, 221, 226, 238, 265, 268, 297, 336, 342, 348, 354, 389, 430, 497, 514, 533, 544, 552, 586, 595, 634, 653, 694, 745, 779, 793, 851, 895, 902, 951, 969, 1082, 1147

Add'l TE: 27, 31, 40, 48, 63, 73, 89, 110, 113, 114, 121, 141, 143, 159, 172, 176, 185, 212, 219, 223, 230, 236, 261, 271, 277, 416, 433, 443, 451, 485, 492, 503, 504, 538, 540, 598, 609, 948, 976, 983, 1048, 1092, 1158

E5a.4 evaluates literary merit;

PE/TE: 78-83, 107, 116, 153, 168, 198-199, 275, 292, 316-317, 470-471, 490, 510, 515, 518-523, 570-571, 596, 662-667, 676, 682, 689, 695, 746, 756-757, 825, 834-839, 903, 942, 952, 965, 973, 1000-1001, 1020, 1044, 1064-1069, 1110, 1127, 1166, 1175, 1184-1185

Add'l TE: 38, 55, 65, 161, 231, 269, 296, 319k, 390, 487, 501, 531, 543, 554, 613, 630, 680, 686, 695, 726, 728, 734, 816, 831, 844, 899, 907, 919, 925, 950, 978, 984

E5a.5 explains the effect of point of view;

PE/TE: 184, 617, 791, 944, 1109, 1137

Add'l TE: 613, 786, 787, 957, 1075, 1078, 1080

E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;

PE/TE: 590

Add'l TE: 32, 33, 36, 37, 94, 99, 112, 124, 125, 146, 225, 236, 295, 334, 346, 362, 363, 393, 416, 451, 484, 486, 487, 493, 503, 506, 528, 531, 542, 627, 639, 643, 686, 693, 706, 715, 720, 729, 730, 740, 788, 856, 857, 897, 914, 925, 935, 946, 961, 962, 963, 977, 1038, 1077, 1155, 1156, 1160, 1161

E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;

PE/TE: 42, 60, 69, 215, 232, 259, 274, 279, 286, 289, 293, 297, 403, 438, 445, 456, 489, 497, 509, 527, 548, 558, 675, 681, 818, 881, 893, 912, 926, 986, 1043, 1051, 1084, 1089, 1126, 1174

Add'l TE: 27, 28, 29, 30, 31, 32, 33, 37, 48, 50, 51, 54, 57, 64, 67, 72, 90, 92, 98, 100, 104, 131, 132, 145, 149, 150, 175, 177, 179, 212, 213, 214, 224, 225, 230, 236, 254, 255, 269, 270, 273, 277, 282, 285, 290, 296, 334, 360, 380, 381, 402, 407, 408, 409, 410, 427, 428, 434, 436, 452, 453, 454, 484, 486, 488, 492, 493, 498, 502, 504, 506, 512, 531, 538, 543, 555, 591, 594, 598, 608, 611, 613, 625, 627, 628, 630, 643, 647, 672, 673, 674, 678, 691, 697, 698, 722, 732, 772, 774, 797, 799, 801, 802, 812, 813, 814, 844, 846, 865, 866, 875, 886, 889, 923, 925, 931, 932, 934, 939, 946, 947, 959, 970, 971, 972, 982, 984, 1024, 1028, 1038, 1039, 1041, 1047, 1048, 1050, 1080, 1092, 1094, 1095, 1143, 1144, 1156, 1171, 1172, 1173

E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;

PE/TE: 107, 289, 388-397, 688, 781, 806, 964, 1130

Add'l TE: 93, 124, 157, 229, 284, 358, 360, 362, 484, 486, 584, 600, 774, 846, 1029, 1134, 1136

E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies;

PE/TE: 389, 398, 979, 1139

Add'l TE: 92, 111, 112, 113, 278, 392, 394, 395, 396, 442, 512, 592, 640, 641, 649, 684, 685, 687, 709, 710, 713, 716, 719, 720, 721, 723, 724, 727, 729, 731, 739, 741, 742, 784, 785, 801, 803, 931, 934, 938, 960, 962, 976, 977, 989, 1079, 1103, 1104, 1144, 1145, 1146, 1152, 1153, 1155, 1157, 1163, 1164

E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional);

PE/TE: 107, 289, 388-397, 688, 781, 806, 964, 1130

Add'l TE: 93, 124, 157, 229, 284, 358, 360, 362, 484, 486, 584, 600, 774, 846, 1029, 1134, 1136

E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 24-40, 44-58, 87-97, 98-105, 139-151, 155-166, 260-264, 267-273, 276-278, 281-285, 379-383, 388-397, 400-402, 405-410, 527-532, 535-543, 550-557, 560-561, 622-633, 637-651, 655-661, 671-674, 683-687, 690-693, 701-744, 843-846, 850-859, 895-901, 905-910, 912-919, 922-925, 928-940, 944-950, 956-963, 974-978

*Examples of responding to literature include:
Analyze stereotypical characters in British literature.*
TE: 715

Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.

PE/TE: 42, 60, 69, 215, 232, 274, 279, 286, 289, 293, 297, 438, 489, 497, 509, 527, 548, 558, 675, 681, 926, 986, 1051, 1174

Add'l TE: 27, 28, 29, 30, 31, 32, 33, 37, 48, 50, 51, 54, 57, 64, 67, 90, 92, 98, 100, 104, 131, 132, 145, 149, 150, 212, 213, 214, 224, 225, 230, 236, 269, 270, 273, 277, 282, 285, 290, 296, 434, 436, 484, 486, 488, 492, 493, 498, 502, 504, 506, 512, 531, 538, 543, 555, 591, 594, 598, 672, 673, 674, 678, 691, 697, 698, 844, 846, 923, 925, 970, 971, 972, 982, 984, 1047, 1048, 1050, 1092, 1094, 1095, 1171, 1172, 1173

Compare the literary merits of several British short stories, biographies of one individual, novels, or plays.

PE/TE: 77, 168, 198-199, 349, 355, 366, 424, 457, 470-471, 756-757, 807, 903, 942, 952, 1000-1001, 1066-1069, 1127

Add'l TE: 11k, 573i

Compare different media presentations of a British literary work.

PE/TE: Opportunities to address this activity may be found using the following selections: 139-151, 155-166, 701-744, 928-940

Add'l TE: 473i, 596

Compare several British works written in different time periods on the same topic or theme.

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to demonstrate this activity. See the following pages for examples: 24-40, 62-67; 211-214, 217-219, 222-225, 228-231, 240-241; 379-383, 388-397, 405-410; 527-532, 535-543, 552-557, 560-561; 590-594, 597-598, 599-601, 606-616, 622-633, 655-661; 768-777, 793-805, 809-815, 822-823, 826-833; 1011-1018, 1021-

1032, 1036-1042, 1046-1050; 1122-1125, 1130-1136, 1149-1164, 1170-1173

Evaluate the persona of the writer and the impact this has upon the literary work.

PE/TE: Most selections in *The Language of Literature* may be used to demonstrate this activity. See especially the following pages for examples: 87-97, 222-225, 281-285, 294-296, 302-305, 388-397, 483-488, 496-507, 590-594, 597-598, 683-687, 956-963, 1021-1032, 1084-1088

Add'l TE: 11k

Compare several literary texts that share a similar theme.

PE/TE: All selections in *The Language of Literature* are arranged thematically and may be used to meet this Performance Benchmark. See the following pages for examples: 24-40, 44-58, 62-67; 211-214, 217-219, 222-225, 228-231, 235-237, 240-241; 379-383, 388-397, 400-402, 405-410; 527-532, 535-543, 552-557, 560-561; 768-777, 793-805, 809-815, 822-823, 826-833; 1011-1018, 1021-1032, 1036-1042, 1046-1050; 1122-1125, 1130-1136, 1149-1164, 1170-1173

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.

PE/TE: 843-846, 863-867, 883-892

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.

PE/TE: Most selections in *The Language of Literature* may be used to meet this Performance Benchmark. See especially the following pages for examples: 24-40, 44-58, 87-97, 98-105, 139-151, 155-166, 260-264, 267-273, 276-278, 281-285, 379-383, 388-397, 400-402, 405-410, 527-532, 535-543, 550-557, 560-561, 622-633, 637-651, 655-661, 671-674, 683-687, 690-693, 701-744, 843-846, 850-859, 895-901, 905-910, 912-919, 922-925, 928-940, 944-950, 956-963, 974-978

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

PE/TE: 59, 68, 106, 134, 188, 189, 190-197, 215, 220, 226, 232, 258, 274, 297, 308-315, 342, 348, 366, 398, 430, 445, 456, 489, 509, 533, 544, 558, 652, 681, 694, 699, 806, 807, 860, 880, 920, 951, 964, 972, 1019, 1034, 1055, 1165, 1174

Add'l TE: 460, 658, 759k, 907

*Examples of literary genres include:
A reflective essay.*

PE/TE: 68, 190-197, 226, 342, 366, 509, 558

A memoir.

PE/TE: 68, 189, 342, 456, 694, 699, 806

A short story.

PE/TE: 106, 134, 258, 274, 348, 489, 652, 951, 972, 1165

A short play.

PE/TE: 188, 445, 807, 920, 964, 1034

Add'l TE: 759k, 907

A poem.

PE/TE: 134, 215, 220, 232, 274, 308-315, 489, 509, 544, 681, 860, 880, 920, 1019, 1174

Add'l TE: 460, 658

A vignette.

PE/TE: 59, 106, 232, 297, 366, 398, 430, 533, 694, 699, 806, 951, 1019, 1055, 1165

Grade 12 - 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.

The following pages generally refer to informational texts.

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

E6a.1 effective use of argument;

PE/TE: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

E6a.2 use of the power of anecdote;

PE/TE: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

E6a.3 anticipation of counter claims;

PE/TE: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

E6a.4 appeal to audiences both friendly and hostile to the position presented;

PE/TE: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

E6a.5 use of emotionally laden works and imagery;

PE/TE: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

E6a.6 citing of appropriate references or authorities.

PE/TE: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

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

Evaluate a political speech.

PE/TE: 863-867, 883-892

Evaluate and respond to an editorial or political cartoon.

PE/TE: Opportunities to address this activity may be found on the following pages: 887, 889, 891, 892

Examine campaign literature to determine underlying assumptions.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

Examine a range of articles published in a variety of media and draw inferences about the political stance of that source.

PE/TE: Opportunities to address this activity may be found on the following pages: 862-867; see also 260-264, 379-383, 384, 400-402, 405-410, 411, 883-892, 1176-1183, 1238-1239

Evaluate the visual appearance and presentation of information

PE/TE: Opportunities to address this activity may be found on the following pages: 1247, 1249-1250

Analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.

PE/TE: 863-867, 883-892

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

E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;

PE/TE: 748-755, 778, 1176-1183

Add'l TE: See also 392

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;

PE/TE: 748-755, 778, 1176-1183

Add'l TE: See also 392

E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;

PE/TE: 748-755, 778, 1176-1183

Add'l TE: See also 392

E6b.4 uses a range of strategies to appeal to readers.

PE/TE: 748-755, 778, 1176-1183

Add'l TE: See also 392

Examples of public documents include:

A proposal for changing an existing social or school policy.

PE/TE: 1176-1183; see also 167, 778

Add'l TE: 34, 392

A revision of an existing state policy or creation of a new policy.

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address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in other assignments based on informational texts.

A policy statement that closely examines a significant public policy and proposes change or rationale for its retention.

PE/TE: Opportunities to address this activity may be found on the following pages: 748-755

A letter to an elected official or editor taking a position on an issue or concern.

PE/TE: Opportunities to address this activity may be found on the following pages: 354, 384, 1082

A press release announcing a change in public policy or the creation of a new public policy.

PE/TE: Opportunity to address this activity may be found on the following page: 790

A web page.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in the Multimedia Handbook section: 1244-1245, 1246-1248

A multi-media presentation to school officials, student council, public officials, etc.

PE/TE: Opportunities to address this activity may be found on the following pages: 1251-1253

Grade 12 - 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.

The following pages generally refer to informational texts.

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

E7a.1 visual appeal; e.g., format, graphics, white space, and headers;

PE/TE: Opportunities to address this activity may be found on the following pages: 514, 544

Add'l TE: 473i

E7a.2 logic of the sequence in which the directions are given;

PE/TE: Opportunities to address this activity may be found on the following pages: 514, 544

Add'l TE: 473i

E7a.3 point out possible reader misunderstandings and misconceptions;

PE/TE: Opportunities to address this activity may be found on the following pages: 514, 544

Add'l TE: 473i

E7a.4 purposeful composition and the precision of the content and language;

PE/TE: Opportunities to address this activity may be found on the following pages: 514, 544

Add'l TE: 473i

E7a.5 validity of desired outcomes and implications.
PE/TE: Opportunities to address this activity may be found on the following pages: 514, 544
Add'l TE: 473i

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

Analyze a manual, program, memorandum, policy, or set of instructions.

PE/TE: Opportunities to address this activity may be found on the following pages: 180, 398, 1109
Add'l TE: 34

Analyze a contract (e.g., truth in lending).

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Evaluate a loan application.

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Critique tax documents.

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Create an advertisement with peer review.

PE/TE: Opportunities to address this activity may be found on the following pages: 807, 921, 952, 1119

Create a web site to serve as a functional document with peer review.

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

E7b.1 reports, organizes, and conveys information and ideas accurately;
PE/TE: 167, 265, 423, 514, 544, 778, 1089, 1109
Add'l TE: 34, 149, 473i, 742

E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;
PE/TE: 167, 265, 423, 514, 544, 778, 1089, 1109
Add'l TE: 34, 149, 473i, 742

E7b.3 anticipates readers' problems, mistakes, and misunderstandings;
PE/TE: 167, 265, 423, 514, 544, 778, 1089, 1109
Add'l TE: 34, 149, 473i, 742

E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;
PE/TE: 514, 544
Add'l TE: 34, 473i

E7b.5 employs word choices that are consistent with the persona and appropriate for the intended audience.
PE/TE: 167, 265, 423, 514, 544, 778, 1089, 1109
Add'l TE: 34, 149, 473i, 742

Examples of functional documents include:

A summary of a meeting.

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A manual.

PE/TE: Opportunities to address this activity may be found on the following pages: 514, 544
Add'l TE: 473i

A proposal.

PE/TE: 167, 423, 430, 778
Add'l TE: 34

A set of instructions.

PE/TE: 265
Add'l TE: 34, 149

A recommendation.

PE/TE: Opportunity to address this activity may be found on the following page: 1089

A resume.

TE: Opportunity to address this activity may be found on the following page: 742

A job/college application.

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A web page.

The Language of Literature is primarily a literary anthology. It also includes frequent opportunities to address writing as well as listening, speaking, viewing, grammar and usage, and vocabulary development. Opportunities to address this activity may be found in the Multimedia Handbook section: 1244-1245, 1246-1248

A performance evaluation.

TE: Opportunity to address this activity may be found on the following page: 149