

English/Language Arts Standards

(with performance indicators)



ENGLISH/LANGUAGE ARTS STANDARDS

I. Writing

A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.

examples

- Prepare a topic proposal that specifies and justifies the topic, audience, and purpose.
- Identify the types of writing (e.g., informational, analytical, polemical) and forms of writing (e.g., letter, editorial, essay) that are appropriate for the writer's particular purpose and audience.
- Recognize rhetorical techniques appropriate to the purpose, audience, and form of a particular composition.

2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.

examples

- Utilize effective prewriting strategies: outline and prioritize ideas, anticipate questions that might be raised by readers, and identify appropriate primary and secondary source material.
- Evaluate the reliability of possible sources and prepare an annotated bibliography.

3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.

- Craft a thesis statement that articulates a position and logically organize relevant evidence and examples that support the thesis statement.

examples

- Become familiar with the various forms of plagiarism related to both textual and electronic sources and appropriately cite all borrowed material.
- Demonstrate familiarity with different perspectives on a topic in addition to the writer's. Marshal evidence to accomplish the writer's purpose for the specified audience.

4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.

examples

- Produce drafts that are logically organized in relation to the writer's purpose, audience, and chosen form.
- Produce drafts that create tone and style appropriate to topic, audience, and task, including non-standard English when appropriate.
- Produce drafts that use precise and engaging vocabulary appropriate to audience, purpose, and task, using sentences that are well crafted and varied in structure.
- Strengthen thesis statements, supported by relevant evidence and examples, cogent reasoning, anecdotes, and illustrations.
- Revise drafts of functional texts (e.g., application, resume, operations manual) so that they demonstrate clear language and effective organization and formatting.
- Produce texts that present technical information accurately in accessible language and utilize appropriate formatting structures (e.g., headings, graphics, and white space).

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- g. Submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.

5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

examples

- a. Edit for correct spelling, capitalization, and punctuation.
- b. Edit for subject-verb agreement.
- c. Edit for pronoun reference and agreement.
- d. Improve coherence by increasing logical connections within and between sentences.
- e. Edit for correct sentence structure (e.g., subordination and coordination).
- f. Consult reference guides for citation conventions, grammar, mechanics, and punctuation.
- g. Use a variety of proofreading techniques to compensate for the limitations of automated aids such as electronic spell and grammar checks.

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II. Reading

A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.

1. Use effective reading strategies to determine a written work's purpose and intended audience.

examples

- a. Examine introductory material to understand organization of a text.
- b. Examine headline sections or other division markers, graphics, or sidebars to form an overview of a text.
- c. Reread to deepen understanding of a text's literal and figurative meaning.
- d. Compare and contrast texts that have similar subjects and themes.
- e. When appropriate, make connections between a text and current and historical events.

2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.

examples

- a. Evaluate data in tables, graphs, and charts.
- b. Use tables of contents, headings, and subheadings to locate information for answering questions.

3. Identify explicit and implicit textual information including main ideas and author's purpose.

- a. Analyze connections between main ideas and supporting details.
- b. Identify author's purpose in a variety of texts such as magazine articles.

4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.

examples

- a. Analyze moral dilemmas in works of literature as revealed by the behaviors and underlying motivations of characters.
- b. Summarize key points in important historical documents.
- c. Distinguish inductive and deductive reasoning and evaluate the effectiveness of each in particular texts.

5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.

examples

- a. Evaluate the logical effectiveness of arguments.
- b. Draw conclusions based on the sufficiency and strength of evidence used in research papers.
- c. Identify shifts in argument or point of view and how they affect meaning.

6. Analyze imagery in literary texts.

- a. Analyze how imagery reveals theme, sets tone, and creates meaning in literary texts.

7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.

examples

- a. Analyze a passage for word choice and voice.
- b. Describe and compare how authors use style to evoke specific cultures, social classes, geographical locations and time periods.
- c. Explain how authors use dialect to convey character.

8. Compare and analyze how generic features are used across texts.

- a. Explain how form or genre communicates meaning.

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- b. Analyze the use of persona in texts with diverse voices.

9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.

examples

- a. Draw inferences about prevailing public opinions or concerns by reading primary sources from specific historical periods.
- b. Explain how the author's use of rhetorical devices influences the reader, evokes emotions, and creates meaning.
- c. Identify shifts in argument or point of view and how they affect meaning.

10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.

examples

- a. Identify words that convey mood and voice to inform readers of aspects of a setting or time period.
- b. Explain how the author's use of literary elements creates meaning.
- c. Analyze a text's ambiguities, subtleties, or contradictions.

11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

examples

- a. Analyze similarities and differences in how authors develop similar themes across texts.
- b. Read diaries written during a particular event or period and use evidence from the diaries to demonstrate similarities and differences in how each author feels about the event.
- c. Analyze how authors present opposing viewpoints on the same issue.

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.

examples

- a. Describe meanings of words read in texts based on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, details provided in surrounding text).
- b. Explain how connotation determines meaning.

2. Apply knowledge of roots and affixes to infer the meanings of new words.

- a. Identify word meanings based on their Greek or Latin roots.

3. Use reference guides to confirm the meanings of new words or concepts.

- a. Consult dictionaries, online glossaries, thesauruses, or other guides to confirm word or phrase meanings.

C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.

1. Read a wide variety of texts from American, European, and world literatures.

- a. Know characteristic forms, subjects, and key authors of major periods.

2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.

examples

- a. Describe how contemporary authors adapt legends and myths to current settings and issues.
- b. Analyze historical and social influences on literary works from various countries.

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- c. Use appropriate reading strategies to analyze a variety of literary and textual forms and genres.
- d. Analyze universal or recurrent themes across a variety of works and genres.

3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.

- a. Analyze how significant historical events influence authors.
- b. Describe how the social conditions of a particular geographic region or time influence authors.

4. Analyze and compare the use of language in literary works from a variety of world cultures.

- a. Analyze works with similar themes to compare how the authors achieve their purpose.
- b. Compare contemporary poems by writers from different nations and note similarities and differences in form, style, imagery, and theme.

D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

1. Describe insights gained about oneself, others, or the world from reading specific texts.

- a. Compare a particular text to one's own life experiences and those of others.
- b. Relate a text to current or historical events (e.g., compare current world events with those described in works from the early 20th century).

examples

2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.

- a. Analyze how texts influence other texts, especially from another era, in terms of such elements as style, theme, and use of mythology.

examples

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III. Speaking

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).

1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.

examples

- a. Understand influences on language use (e.g., political beliefs, positions of social power, culture).
- b. When speaking, observe audience reaction and adjust presentation (e.g., pace, tone, vocabulary, body language) to suit the audience.

2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.

- a. Use effective verbal and non-verbal response strategies to adjust the message in response to audience's facial expressions and body language.

B. Develop effective speaking styles for both group and one-on-one situations.

1. Participate actively and effectively in one-on-one oral communication situations.

- a. Communicate, in an appropriate format, information that was gathered by inquiry (e.g., research, interviews).

- b. Communicate understanding of materials, concepts, and ideas (e.g., conference with instructor on a complex assignment).

2. Participate actively and effectively in group discussions.

examples

- a. Cooperate with peers to organize a group discussion: establish roles, responsibilities, ground rules; complete assignments; evaluate the work of the group based on agreed-upon criteria.
- b. Use discussion techniques to arrive at a consensus or complete a task.

3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

examples

- a. Present research findings as appropriate in a variety of settings.
- b. Use clear and concise language to explain complex concepts.
- c. Practice speaking from notes as well as from a prepared speech.
- d. Use appropriate media for public presentations.

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IV. Listening

A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

1. Analyze and evaluate the effectiveness of a public presentation.

examples

- a. Critique the speaker's delivery skills (e.g., word choice, pitch, feelings, tone, voice).
- b. Analyze, synthesize, and evaluate the effectiveness of a speaker's presentation.
- c. Identify subtle uses of language.

2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.

examples

- a. Evaluate the multiple levels of meaning and age, gender, social position, and cultural traditions of the speaker.
- b. Analyze the effectiveness of speaker's nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).

3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).

examples

- a. Develop and ask questions related to the content for clarification and elaboration.
- b. Follow complex verbal instructions that include technical vocabulary and processes.

- c. Paraphrase or summarize information.
- d. Take concise notes that accurately reflect the presentation or discussion.

B. Listen effectively in informal and formal situations.

1. Listen critically and respond appropriately to presentations.

examples

- a. Define new words and concepts, and note questions raised by the presentation to interpret the speaker's content and attitude toward the subject.
- b. Take notes that synthesize or highlight ideas for critical reflection.
- c. Use critical listening responses, such as refutation and commentary, to analyze, synthesize, and evaluate the accuracy and effectiveness of presentation.

2. Listen actively and effectively in one-on-one communication situations.

examples

- a. Accurately paraphrase what has been heard.
- b. Revise a draft based on oral peer critique.

3. Listen actively and effectively in group discussions.

examples

- a. Take effective notes during group discussion.
- b. Participate in a productive deliberation.
- c. Use effective listening techniques to complete a group task.

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V. Research

A. Formulate topic and questions.

1. Formulate research questions.

- examples
- Inventory one's knowledge of, attitude toward, and interest in the topic.
 - Use strategies like those in the writing process to generate questions and areas to pursue.
 - Conduct interviews with experts to identify questions central to a research topic.
 - List the fundamental questions that specialists and/or non-specialists raise about a research topic.

2. Explore a research topic.

- examples
- Produce an annotated list of sources consulted, differentiating among primary, secondary, and other sources.
 - Outline the most significant controversies or questions on a research topic.
 - Write an account of the status of the subject in the research community, including what is known or surmised about the subject and what controversies or questions persist.

3. Refine research topic and devise a timeline for completing work.

- Adjust topic based on preliminary research.
- Develop a detailed and realistic schedule for researching and completing project.

B. Select information from a variety of sources.

1. Gather relevant sources.

- examples
- Use general and specialized reference works and databases to locate sources.
 - Locate electronic sources using advanced search strategies.
 - Select an appropriate range of source materials.

2. Evaluate the validity and reliability of sources.

- Follow a set of criteria to determine the validity and reliability of sources.

- examples
- Identify claims found in one or more of the sources that require support or verification and evaluate the validity of the information.
 - Evaluate data presented in graphics, tables, and charts.

3. Synthesize and organize information effectively.

- examples
- Manage sources appropriately.
 - Explain how source materials on the same subject represent more than two points of view.
 - Select quotations that support the thesis.
 - Determine what evidence best supports the major points.
 - Determine the best order for presenting major and minor points.

4. Use source material ethically.

- Use appropriate media for public presentation of research results.
- Cite sources appropriately.
- Document sources using a standard format appropriate to the assignment.

C. Produce and design a document.

1. Design and present an effective product.

- examples
- Use the composing process to develop a research product.
 - Integrate source material into text by a combination of summarizing, paraphrasing, and quoting.
 - Use citation system specified by or appropriate to the assignment.
 - Design a report using features such as headings and graphics appropriate to the writing task.

2. Use source material ethically.

- examples
- Paraphrase accurately.
 - Use appropriate media for public presentation of research results.
 - Cite sources appropriately.
 - Document sources using a standard format appropriate to the assignment.