

# LANGUAGE ARTS OUTCOMES AND PERFORMANCE INDICATORS

## *PHILOSOPHY*

Trinity Lutheran School believes that teaching the language arts means enhancing the students' ability to communicate effectively and clearly in both written and oral communication. "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit" (Matthew 28:19).

## *PROGRAM OUTCOMES*

1. Be able to communicate clearly, precisely, and concisely.
2. Read fluently, efficiently, and with understanding
3. Speak and read with skill and wide variety of purposes and to a wide variety of audiences.
4. Listen with skill for a wide variety of purposes.
5. Be able to higher order think through the communications process.
6. Be able to relate literature to oneself.
7. Be able to conduct multi-technology research in literature and to support writing and speaking.

(Updated 2010)

**KINDERGARTEN****Reading & Literature**

1. Identification of the alphabet, auditory discrimination of consonant sounds, rhyming words, and beginning sounds.
  - 1.1. Correctly say the names of capital and lower-case letters in random order.
  - 1.2. Identify beginning sounds of consonants.
  - 1.3. Identify the ending sounds in single-syllable words.
  - 1.4. Identify words which rhyme using an oral prompt.
  - 1.5. Match words which start with the same common sound.
  - 1.6. Understand knowledge of basic phonics to spell words.
  - 1.7. Begin to write consonant-vowel-consonant words.

**Writing**

2. Handwriting and word processing.
  - 2.1. Correctly print upper and lower case letters of the alphabet.
  - 2.2. Correctly print letters from left to right, top to bottom.
  - 2.3. Turn pages sequentially from front to back.
  - 2.4. Print first and last name in correct letter formation.
  - 2.5. Recognize and write sight-words from Kindergarten sight list.
3. Draw pictures to illustrate a thing or sequence.
  - 3.1. Demonstrate the sequence of a story.
  - 3.2. Draw a picture depicting sequence.
  - 3.3. Make predictions from illustrations and story content.

**Speaking, Listening, and Viewing**

4. Listen and recite a variety of texts.
  - 4.1. Listen and understand a nursery rhyme, fairy tale, or short story as it is being read.
  - 4.2. Recite a nursery rhyme with a group and / or by oneself having a beginning, middle, and end.
  - 4.3. Be able to tell about a favorite fairy tale or short story.
  - 4.4. Relate prior knowledge and experiences.
5. Listen courteously and attentively.
  - 5.1. Sit quietly when someone is speaking.
  - 5.2. Look at speaker.
  - 5.3. Keep feet and hands to oneself.
6. Contribute ideas in a group situation, which includes speaking in complete sentences and in a clear and concise manner.
  - 6.1. Share ideas and feelings without hesitation.
  - 6.2. Answer and ask questions in complete sentences.
  - 6.3. Communicate an idea in logical and sequential order.
  - 6.4. Speak with sufficient volume to be heard.
  - 6.5. Demonstrate correct social behaviors.

**FIRST GRADE****Reading and Literature**

1. Apply phonetic analysis (consonants and vowels and structural analysis).
  - 1.1. Apply phonetic analysis (consonants, long vowel, short vowel, silent e rule).
  - 1.2. Read words with –s, -ed, -ing, and plurals.

2. Possess a basic sight vocabulary for reading.
  - 2.1. Read 100 high-frequency words.
3. Read for oral fluency and comprehension (main idea and sequence).
  - 3.1. Determine main ideas.
  - 3.2. Determine sequences.
  - 3.3. Read with oral fluency.
  - 3.4. Recognize opposites, synonyms, and rhyming words.
  - 3.5. Use story illustrations to enhance comprehension.
4. Read stories from a variety of genres (poetry, folk tales, fantasy, realistic fiction, informational and biographical texts).
  - 4.1. Select books appropriate for interest and reading level.
  - 4.2. Read from left to right and front to back of book.
  - 4.3. Identify and describe main characters, setting, and sequences of story events.

### **Writing**

5. Write legible sentences by putting ideas and feelings in writing.
  - 5.1. Write thoughts and feelings into words.
  - 5.2. Compose simple sentences.
  - 5.3. Recognize when a group of words is a sentence.
  - 5.4. Print legibly using correct formation of letters.
  - 5.5. Utilize the writing process to improve quality (prewriting, writing, revising, editing, and publishing).
6. Compose different pieces of writing
  - 6.1. Write in different modes to express meaning.
    - 6.1.1. narrative
    - 6.1.2. descriptive
    - 6.1.3. expository
    - 6.1.4. poetic
  - 6.2. Be able to keep a journal of writing.

### **Speaking, Listening, and Viewing**

7. Speak in sequence using appropriate volume and giving directions accurately.
  - 7.1. Speak in sequence (three parts).
  - 7.2. Recognize and use appropriate volume when speaking.
  - 7.3. Give and facilitate the following of two-step directions in a logical manner.
  - 7.4. Answer questions about sequence and directions.
8. Communicate effectively through listening and speaking.
  - 8.1. Contribute meaningful ideas in small and large groups.
  - 8.2. Retell stories in the correct sequence, for central idea, and for completeness.
9. Be an attentive and courteous listener.
  - 9.1. Sit quietly and listen when someone else is speaking.
  - 9.2. Take turns.
  - 9.3. Stay on topic.
  - 9.4. Ask appropriate questions.
  - 9.5. Give a speaker quality feedback.
  - 9.6. Follow simple directions.

**SECOND GRADE*****Reading and Literature***

1. Apply phonetic analysis (long vowels and diagraphs) and structural analysis, as well as possess an appropriate sight vocabulary for reading.
  - 1.1. Decode words using blends, diphthongs, and diagraphs digraphs.
  - 1.2. Use silent e rule to determine long vowel sound.
  - 1.3. Use the double vowel rule to determine long vowel sound.
  - 1.4. Use R controlled vowels.
  - 1.5. Identify and know meaning of compound words, contractions, prefixes, suffixes, possessives, antonyms, synonyms, multiple-meaning words, and endings.
  - 1.6. Fluently read 200 high-frequency words.
2. Read smoothly and expressively with proper phrasing and with accuracy and comprehension.
  - 2.1. Identify topic, facts, and supporting details.
  - 2.2. Answer questions about details using proper sequence of events.
  - 2.3. Group things according to characteristics.
  - 2.4. Locate words in a dictionary and alphabetize to second letter.
  - 2.5. Summarize text.
  - 2.6. Make predictions about text.
3. Read, understand, respond to a variety of fiction, poetic, and non-fiction texts.
  - 3.1. Read and discuss a variety of genres (poetry, folk tales, fantasy, realistic fiction, informational, and biography).
  - 3.2. Distinguish between realism and fantasy.
  - 3.3. Predict outcomes and draw conclusions from folktales, poems, and drama.
  - 3.4. Identify and describe main characters, settings, and plot.
  - 3.5. Read and evaluate texts to determine the author's purpose.

***Writing***

4. Write and revise sentences (nouns, verbs, correct capitalization, and punctuation).
  - 4.1. Use nouns, pronouns, and verbs correctly in a sentence.
  - 4.2. Use capital letters at the beginning of sentences, proper names, days, and months.
  - 4.3. Use periods, question marks, and exclamation points appropriately.
  - 4.4. Write a complete sentence.
  - 4.5. Write sentences with correct subject-verb agreement.
  - 4.6. Identify and use descriptive words such as adjectives and adverbs.
  - 4.7. Use legible handwriting.
  - 4.8. Space words and sentences appropriately.
5. Use a five-step process to write and speak (prewriting, drafting, revising, editing, and publishing).
  - 5.1. Use prewriting techniques (envision, brainstorm, jot down ideas).
  - 5.2. Write a rough draft.
  - 5.3. Use specific criteria (rubrics) to analyze writing and make revisions based on analysis.
  - 5.4. Apply five-step processes to produce quality writing and speaking.
6. Compose narrative and informational pieces of writing.
  - 6.1. Write in a variety of modes (narrative, expository, descriptive, and poetic)
  - 6.2. Use mapping to record information.

***Speaking, Listening, and Viewing***

7. Communicate effectively through listening and speaking.
  - 7.1. Focus attention on speaker.
  - 7.2. Follow two-or three- step oral directions.

- 7.3. Enunciate clearly and speak with appropriate volume.
- 7.4. Express facts in a clear and logical order.
- 7.5. Ask and respond to questions.
- 8. Identify the structure of printed material.
  - 8.1. Identify the cover and the title page.
  - 8.2. Identify the different types of books.

### **THIRD GRADE**

#### ***Reading & Literature***

- 1. Be a literate reader (possess word attack skills, literal comprehension skills, vocabulary skills, and be able to read fluently).
  - 1.1. Break down words into syllables.
  - 1.2. Identify topic and main ideas.
  - 1.3. Sequence events.
  - 1.4. Use vocabulary in oral and written form.
  - 1.5. Read smoothly and expressively with proper phrasing.
  - 1.6. Locate words in a dictionary and alphabetize to the third letter.
- 2. Read descriptions and stories and to gather information.
  - 2.1. Participate in reading descriptions, stories, and summaries in small and large groups.
  - 2.2. Read and follow instructions.
  - 2.3. Be able to use thesaurus, encyclopedia, atlas, magazines, and books to locate information.
  - 2.4. Choose varied kinds of materials for recreational reading.

#### ***Writing***

- 3. Create multiple quality sentences organized around a theme.
  - 3.1. Write a topic, theme, or thesis statement.
  - 3.2. Write in sequence.
  - 3.3. Write with correct mechanics and usage and in a grammatically correct manner.
  - 3.4. Write legibly in manuscript and cursive and using a computer.
- 4. Keep a journal and write and present descriptions, stories, and summaries to small and large groups.
  - 4.1. Keep a journal (regularly, to record requested details/ideas, understandably).
  - 4.2. Write/present a story (complete, interesting, detailed, and focused).
  - 4.3. Write/present descriptions (complete, sensory details, correct).
  - 4.4. Write/present a summary (correct, clear, organized, and brief).
  - 4.5. Use basic skills when presenting (erect and stationary posture, understandable voice, eye contact, appropriate handling of script/notes).

#### ***Speaking, Listening, and Viewing***

- 5. Speak in complete sentences, organizing thoughts before speaking and using visual supports.
  - 5.1. Speak in complete sentences.
  - 5.2. Organize thoughts before speaking.
  - 5.3. Select, develop, and use visual aids when speaking.
  - 5.4. Use basic skills when presenting (erect and stationary posture, understandable voice, eye contact, appropriate handling of script/notes and visual aids).
- 6. Using eye contact when listening, be able to restate what was heard, listen with purpose to descriptions and stories, and be able to summarize information.
  - 6.1. Make and maintain eye contact when listening.
  - 6.2. Restate what was heard and answer questions about descriptions, stories, and informational presentations.

- 6.3. Gain information from descriptions, stories, and informational presentations.
- 6.4. Summarize descriptions, stories, and informational presentations.

## **FOURTH GRADE**

### ***Reading & Literature***

1. Use reading skills to recognize story elements, predict and verify outcomes, and identify organization patterns (fact and opinion as well as cause and effect).
  - 1.1. Identify story elements: characters, setting, problem, main event resolution of problem.
  - 1.2. Be able to predict with justification and verify the outcome of a story.
  - 1.3. Differentiate between fact and opinion and generate examples of each.
  - 1.4. Recognize and explain cause and effect patterns in reading and use them to understand the story and predict outcomes.
  - 1.5. Use context to determine word meaning.
2. Possess strategies of reading including dictionary skills, summarizing, paraphrasing, proofreading, and rereading.
  - 2.1. Use the dictionary to locate entry word.
  - 2.2. Identify the correct meaning of a word with multiple meanings.
  - 2.3. Alphabetize to the fourth letter.
  - 2.4. Use a dictionary as a reference tool.
  - 2.5. Read and retell a story.
  - 2.6. Locate errors in written material.
  - 2.7. Reread for specific detailed information.
3. Read about personal experiences, short stories, demonstrations, and biographies.
  - 3.1. Distinguish between personal experiences, short stories, demonstrations, and biographies.
  - 3.2. Use reading as a basis for speaking and writing.
  - 3.3. Recall main ideas and significant details.

### ***Writing***

4. Write quality paragraphs.
  - 4.1. Use correct formatting (indentation, heading, and margins).
  - 4.2. Use a main idea sentence in a paragraph.
  - 4.3. Develop using appropriate supporting detail sentences.
  - 4.4. Develop the paragraph fully.
  - 4.5. Use correct mechanics (capitalization, punctuation, and spelling) and use proper sentence structure.
  - 4.6. Use cause and effect as an organizational pattern and write both fact and opinion paragraphs.
5. Write and speak to paraphrase and summarize short stories, demonstration, and biographies.
  - 5.1. Retell stories in equal and shorter lengths in written and spoken forms (accurate, clear, sequenced, and focused).
  - 5.2. Write and tell a different ending to a story (logical or justified, understandable, brief, new).
  - 5.3. Extend a story in a creative manner (writing a letter to a character or writing what happens next).
  - 5.4. Write an autobiography and be able to discuss biographies.
  - 5.5. Write a "how-to" paragraph (accurate, clear/understandable, sequenced, brief) and be able to demonstrate how to complete a specific task (accurate, clear/understandable, sequenced, brief demonstration, with aids).

### ***Speaking, Listening, and Viewing***

6. Orally ask and answer questions and present reports extemporaneously (notes only).

- 6.1. Use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, gesture, and handling of notes).
- 6.2. Answer questions from peers and ask questions of peers (politely, understandably, briefly, focused).
- 6.3. Give an oral report (i.e. book report, current event, hobby talk, demonstration).
- 6.4. Prepare and use brief notes which guide the presentation but which are not read to the class.
7. Listen to and summarize various types of information, in order to form opinions about personal experiences, short stories, demonstrations, and biographies.
  - 7.1. Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive).
  - 7.2. Demonstrate active listening by responding to personal experiences, short stories, demonstrations, and biographies in journal entries, oral and written summaries, and small group discussions by recalling details and main ideas.
  - 7.3. Use listening as a basis for writing and speaking.

## **FIFTH GRADE**

### ***Reading & Literature***

1. Use reading skills to identify organizational patterns (cause and effect as well as comparison and contrast), to develop inferential comprehension skills, and to explain story elements.
  - 1.1. Summarize plots, identify characters and their major traits, and name details of setting.
  - 1.2. Distinguish between causes and effects and follow cause and effect organizational patterns.
  - 1.3. Identify similarities and differences.
  - 1.4. Draw justified inferences from text.
  - 1.5. Use reading as a basis for writing and speaking.
2. Use strategies including skimming, scanning, and note taking, and increase fluency.
  - 2.1. Skim a reading selection to obtain the main idea.
  - 2.2. Scan a reading selection for specific details.
  - 2.3. Take notes in outline form from non-fiction materials.
  - 2.4. Increase quantity of reading vocabulary and reading rate.
3. Read, skim, scan, and respond to poetry, short stories, narratives, and non-fiction.
  - 3.1. Be able to choose and read selections from at least four literary genres, including poetry.
  - 3.2. Respond to (summarize, state main idea, identify details, state an opinion of) short stories, narratives, and non-fiction.
  - 3.3. Skim short stories, narratives, and non-fiction.
  - 3.4. Scan short stories, narratives, and non-fiction.

### ***Writing***

4. Write quality multiple paragraphs around a theme.
  - 4.1. Demonstrate the writing process: prewriting, writing, revising, proofreading, and publishing.
  - 4.2. Write complete sentences.
  - 4.3. Utilize proper mechanics (spelling, punctuation, capitalization, formatting).
  - 4.4. Use proper paragraph form.
  - 4.5. Incorporate an introduction, body, and conclusion in multi-paragraph essay.
  - 4.6. Utilize cause/effect and comparison/contrast techniques as organizational patterns.
5. Write business letters and to respond to poetry, narratives, short stories, and non-fiction.
  - 5.1. Write meaningful responses to poetry, narratives, and short stories (structured, clear, supported, focused, creative/personal).
  - 5.2. Integrate the parts of a business letter.
  - 5.3. Write business letters in proper form with a heading, inside address, greeting, body, closing, and signature.

- 5.4. Utilize proper mechanics (spelling, punctuation, capitalization, formatting).

### ***Speaking, Listening, and Viewing***

6. Present complete and structured extemporaneous speeches using visual aids.
  - 6.1. Utilize the writing process: prewriting, writing, practicing, revising, presenting.
  - 6.2. Use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, gesture, and handling of notes and visual aids).
  - 6.3. Present a topic using appropriate sequence and a basic three-part format (introduction, body, review).
  - 6.4. Speak clearly using correct usage, vocabulary, and sentence structure.
  - 6.5. Select or develop and use visual aids of different types (charts, maps, graphs, photos).
7. Present and respond to poetry, narratives, short stories, and non-fiction.
  - 7.1. Read poetry and recite poetry from memory.
  - 7.2. Present an extended oral response to poetry.
  - 7.3. Present, tell, summarize, and respond to short stories.
  - 7.4. Summarize and verbalize an opinion about non-fictional material.
8. Listen to, summarize and ask/answer purposeful questions about poetry, short stories, narratives, and non-fiction.
  - 8.1. Demonstrate the social skills of audience behavior.
  - 8.2. Paraphrase accurately in a variety of listening situations.
  - 8.3. Ask meaningful questions in a variety of listening situations.
  - 8.4. Summarize and gain information from poetry, short stories, narratives, and non-fiction.
  - 8.5. Answer questions from poetry, short stories, narratives, and non-fiction.
  - 8.6. Express likes and dislikes about poetry, short stories, narratives, and non-fiction.

## **SIXTH GRADE**

### ***Reading & Literature***

1. Identify, explain, and find examples of literary devices, including character, setting, plot, conflict, and theme.
  - 1.1. Define character, setting, plot, conflict, and theme.
  - 1.2. Identify (with justification) the main characters.
  - 1.3. Describe the setting.
  - 1.4. Summarize the plot.
  - 1.5. Describe the conflict.
  - 1.6. Explain (with justification) the theme.
2. Read evaluate, interpret, and draw conclusions in fiction and non-fiction.
  - 2.1. Evaluate (with justification) fiction and non-fiction.
  - 2.2. Interpret fiction and non-fiction by identifying author's attitude, the theme, and any other beliefs incorporated in the work.
  - 2.3. Draw and justify conclusions and inferences in fiction and non-fiction.
  - 2.4. Increase quantity of reading vocabulary and reading rate.
3. Understand and use imagery.
  - 3.1. Define imagery and identify specific instances of imagery in writing.
  - 3.2. Explain the purpose of imagistic writing and orally read it with some dramatic impact.
  - 3.3. Generate creative imagistic language in both spoken and written forms and incorporate imagery in longer speeches and writings.

### ***Writing***

4. Write quality three-paragraph themes which include an introduction, body, and conclusion.
  - 4.1. Utilize the writing process: prewriting, writing, revising, and publishing.



- 4.2. Write an introduction which includes a statement of the main idea.
- 4.3. Write a body which fully develops the main idea in more than one sound paragraph.
- 4.4. Develop the main idea with appropriate and accurate support.
- 4.5. Write a summarizing conclusion.
- 4.6. Utilize proper mechanics (spelling, punctuation, capitalization, formatting).
5. Write about fiction and non-fiction and to describe and tell stories.
  - 5.1. Utilize the writing process: prewriting, writing, revising, and publishing.
  - 5.2. Write a clear, well-based, and complete evaluation of fiction and non-fiction.
  - 5.3. Write a clear, well-based, and complete interpretation of fiction and non-fiction.
  - 5.4. Write clear, accurate, and entertaining description using imagery.
  - 5.5. Write clear, accurate, entertaining, and complete stories using imagery and story elements.

### ***Speaking, Listening, and Viewing***

6. Speak extemporaneously, alone and in groups, when presenting interpretations, evaluations, and conclusions for the purpose of entertaining and describing.
  - 6.1. Utilize the writing process: prewriting, writing, practicing, revising, presenting.
  - 6.2. Use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, gesture, and handling of notes and visual aids).
  - 6.3. Present a topic using appropriate sequence and a basic three-part format (introduction, body, review).
  - 6.4. Present clearly using correct usage, vocabulary, and sentence structure.
  - 6.5. Select or develop and use visual aids.
  - 6.6. Support the ideas of the speech with justified conclusions and information.
  - 6.7. Present evaluations and interpretations of fiction and non-fiction.
  - 6.8. Present entertaining descriptions using imagery.
7. Listen to process verbal information and to critically analyze speeches.
  - 7.1. Demonstrate the social skills of audience behavior.
  - 7.2. Take notes which list key points of a given speech or other presentation.
  - 7.3. Develop and produce a pro/con chart.
  - 7.4. Respond to or analyze a speech or other presentation.
  - 7.5. Evaluate a speech on the basis of the elements and skills of effective speaking.

## **SEVENTH GRADE**

### ***Reading & Literature***

1. Identify and explain concrete examples of literary devices.
  - 1.1. Define and locate examples of imagery, flashback, foreshadowing, symbolism, simile, metaphor, personification, and alliteration.
  - 1.2. Explain how they contribute to the specific literature.
  - 1.3. Use literary devices in composition.
2. Compare, relate, predict, recommend, and state opinions based on fiction.
  - 2.1. Compare elements from one piece of fiction to another.
  - 2.2. Relate fictional literature to reality.
  - 2.3. Predict further development of specific works of fictional literature.
  - 2.4. Using valid reasoning to support opinions, recommend to others specific works of fictional literature.

### ***Writing, Speaking, Listening, and Viewing***

3. Write/speak a three-part research-based informative theme/speech.
  - 3.1. Select a topic appropriate to a given situation.

- 3.2. Research a topic using interviews, print media, and electronic media.
- 3.3. Take notes and organize information according to an outline.
- 3.4. Develop the central idea with an introduction, supporting details, and summary.
- 3.5. Identify and use criteria of a quality presentation to practice and revise presentation.
- 3.6. Utilize correct usage, mechanics, word choice, formatting, sentence structure, and word processing.
- 3.7. Use correct voice, body language, and visual aids to speak extemporaneously.
4. Write/speak to compare, relate, predict, recommend, and state opinions based on fiction.
  - 4.1. Utilize the writing /speaking process.
  - 4.2. Compare, relate, predict, recommend, and state an opinion, all with sound justification.
  - 4.3. Compare, relate, predict, recommend, or state an opinion in brief and in extended quality written and spoken forms.
5. Write/speak to persuade, recommend, and state opinions.
  - 5.1. Present recommendations and opinions in a persuasive manner.
  - 5.2. Use research, examples, stories, and analogies to support presentation.
  - 5.3. Answer questions to defend position.
6. Listen/read to analyze others' points of view (keep an open mind, separate fact from opinion, understand speaker's point of view and bias).
  - 6.1. Distinguish fact from opinion and question when opinion is presented as fact.
  - 6.2. Identify and state the speaker's/writer's point of view and bias.
7. Listen/read to learn from persuasion, recommendations, and the opinions of others.
  - 7.1. Investigate the views, beliefs, and motivations of others before making up your mind on an issue.
  - 7.2. Identify the pros and cons of presentation.
  - 7.3. Analyze the views, beliefs, motivations, and pros and cons of others.
  - 7.4. Construct and justify a conclusion from your analysis.
8. Demonstrate skills in note-taking and study skills.
  - 8.1. Take precise and concise notes from a verbal presentation.
  - 8.2. Take precise and concise notes from written material.
  - 8.3. Select and underline important information from written material.
  - 8.4. Skim written material.
  - 8.5. Scan written material.
  - 8.6. Summarize written and verbal presentations.
  - 8.7. Outline information to simplify.

## **EIGHTH GRADE**

### ***Reading & Literature***

1. Make appropriate use of research, including locating research and then analyzing it for appropriateness and quality.
  - 1.1. Research a topic using interviews, print media, and electronic media.
  - 1.2. Take notes and organize information.
  - 1.3. Cross-reference information.
  - 1.4. Utilize parts of a book for research.
  - 1.5. Evaluate specific sources (date, source, biases, suitability to purpose, quality, research base).
2. Read / write / speak / listen about popular media messages, such as news, commercials, sitcoms, documentaries, movies, songs, editorials, etc.
  - 2.1. Analyze for key factors (main idea, significant details, research basis).
  - 2.2. Analyze for bias, propaganda techniques, lines of argumentation, strength of support and completeness, literary devices, theme, etc.

- 2.3. Identify different organizational patterns (inverted pyramid, three-part format, cause and effect, comparison and contrast, story form, etc).
- 2.4. Define the purposes of messages (entertain, persuade, inform) and distinguish between examples of each.
- 2.5. Separate fact from opinion and create examples of each.
- 2.6. Create, independently or in groups, different forms of popular media messages (news stories and newspapers, commercials, letters to the editor and editorials, documentaries, sitcoms, rap songs, songs, etc).
- 2.7. State and defend a sound evaluation of extended examples of such messages.
3. Read, analyze, and appreciate varied creative literary forms (poetic forms, folk literature, short and/or long fiction, etc.) from different world cultures and American subcultures.
  - 3.1. Explain (with justification) the cultural basis of the literature.
  - 3.2. Compare and contrast the literature to mainstream American literature.
  - 3.3. Analyze a piece of writing for key factors (main ideas, details, author's attitude, story elements, literary devices, mood, theme, etc.).
  - 3.4. Derive the impact of literature and evaluate it with specific details and sound criteria.
  - 3.5. Create imaginative examples of some of the different forms of expression (myths, tall tales, etc.) which express a theme, cultural point of view, or personal bias.

### **Writing**

4. Write quality essays to persuade, inform, and entertain.
  - 4.1. Select a topic and purpose appropriate to a given situation.
  - 4.2. Develop and use an effective personal writing process.
  - 4.3. Utilize a three-part format structure (including an introduction with a clear and concise thesis, 2-4 main points developed fully in sound paragraphs, and a summarizing conclusion).
  - 4.4. Identify and use criteria of a quality theme to practice and revise one's own theme.
  - 4.5. Improve from evaluations of oneself and peers.
  - 4.6. Utilize correct usage, mechanics, word choice, formatting, sentence structure, and word processing.
  - 4.7. Produce quality examples of persuasive, informative, and entertaining writing.

### **Speaking, Listening, and Viewing**

5. Make major extemporaneous research-based presentations (3-5 minutes) to inform and defend.
  - 5.1. Be able to select a topic and purpose appropriate to a given situation.
  - 5.2. Be able to develop and use an effective personal speaking process.
  - 5.3. Be able to state a clear and concise thesis.
  - 5.4. Be able to fully develop a thesis (attention-getting/previewing introduction, supporting details, and a summary).
  - 5.5. Be able to use criteria of a quality presentation to revise a presentation (audience, attention, interest factors).
  - 5.6. Be able to create, organize, and use a high quality set of note cards.
  - 5.7. Be able to improve from evaluation of oneself and peers.
  - 5.8. Be able to use correct voice, body language, and visual aids to speak extemporaneously.
  - 5.9. Be able to develop a position, research it, defend it with examples or facts, and present it in a logical manner.
6. Evaluate oral/visual presentations.
  - 6.1. Be able to take notes and pick out key factors as the basis of an analysis.
  - 6.2. Be able to use a rubric to analyze presentations.
  - 6.3. Be able to create rubrics.
  - 6.4. Be able, alone or in a group, to critique presentations for content and presentation.