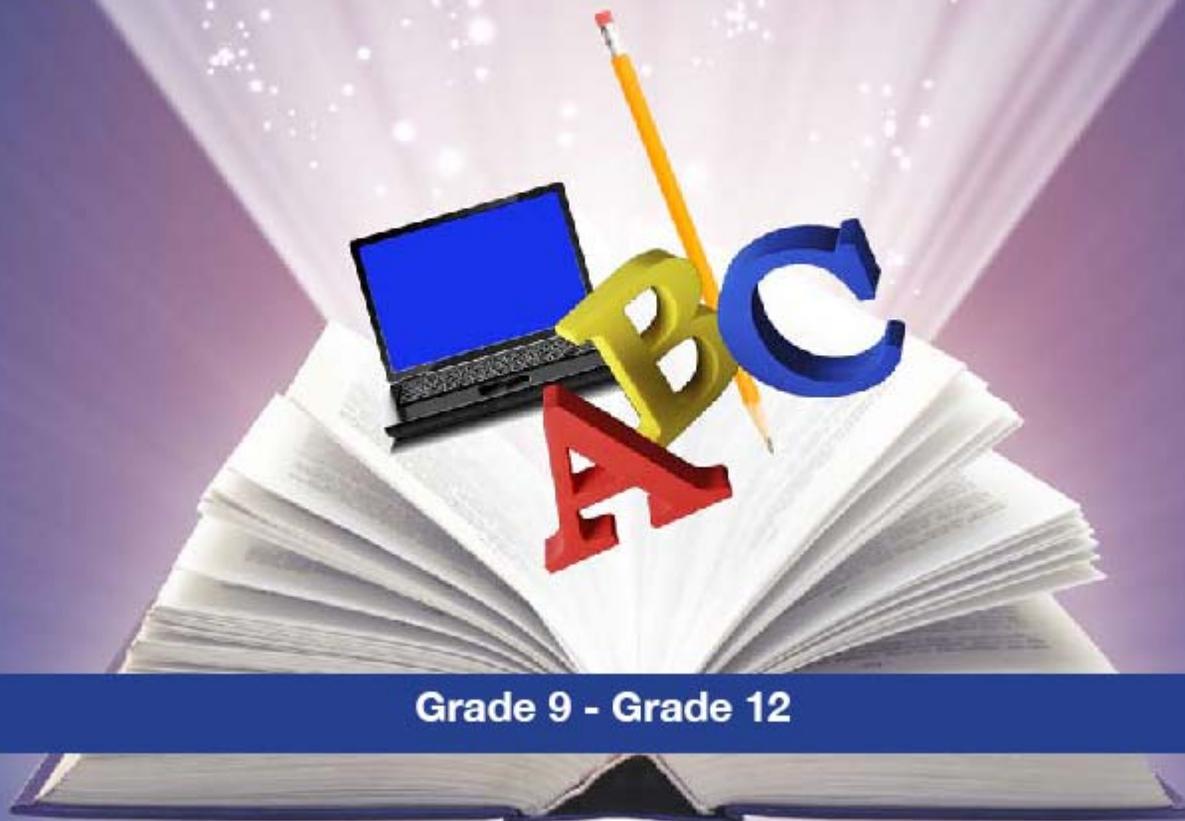# English Standards of Learning

# CURRICULUM FRAMEWORK 2010

## Grade 9 - Grade 12

Board of Education, Commonwealth of Virginia

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The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at http://www.doe.virginia.gov.

**Virginia *English Standards of Learning* Curriculum Framework 2010**

# Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

*Understanding the Standard*
This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

*Essential Understandings*
This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

*Essential Knowledge, Skills, and Processes*
Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development.  Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework.  Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

# English Standards of Learning
# CURRICULUM FRAMEWORK 2010
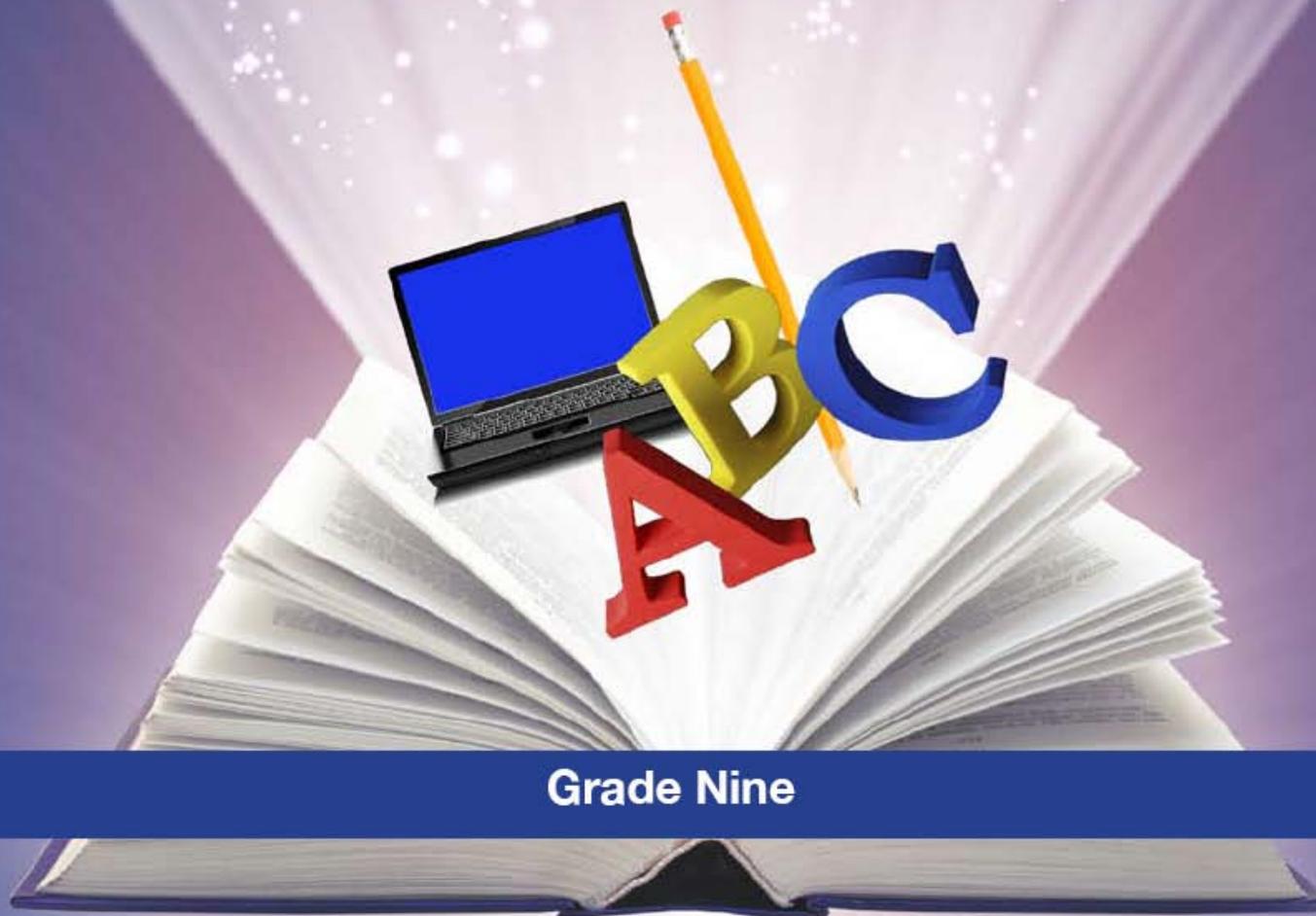
## Grade Nine

Board of Education, Commonwealth of Virginia

At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will continue to develop proficiency in making planned oral presentations independently and in small groups. They will continue to develop media literacy by producing, analyzing, and evaluating auditory, visual, and written media messages.

**9.1**      **The student will make planned oral presentations independently and in small groups.**
   a)  **Include definitions to increase clarity.**
   b)  **Use relevant details to support main ideas.**
   c)  **Illustrate main ideas through anecdotes and examples.**
   d)  **Use grammatically correct language, including vocabulary appropriate to the topic,  audience, and purpose.**
   e)  **Use verbal and nonverbal techniques for presentation.**
   f)  **Evaluate impact and purpose of presentation.**
   g)  **Credit information sources.**
   h)  **Give impromptu responses to questions about presentation.**
   i)  **Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.**
   j)  **Use a variety of strategies to listen actively.**
   k)  **Summarize and evaluate information presented orally by others.**
   l)  **Assume shared responsibility for collaborative work.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will make planned oral presentations. <br><br> • Students should cite sources according to proper MLA or APA format. | **All students should** <br><br> • understand  that technical and specialized language helps the audience comprehend the content of oral presentations. <br><br> • understand that verbal techniques are important for effective communication. <br><br> • understand that crediting sources is important to prevent plagiarism and establish credibility. <br><br> • demonstrate the ability to work effectively with diverse groups, including: <br> ° exercising flexibility in making necessary compromises to accomplish a common goal. | **To be successful with this standard, students are expected to** <br><br> • define technical and specialized language to increase clarity of their oral presentations. <br><br> • incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations. <br><br> • organize presentation in a structure appropriate to the audience, topic, and purpose  (problem-solution, comparison-contrast, cause-effect, etc.). <br><br> • use examples from their knowledge and experience to support the main ideas of their oral presentation. <br><br> • use grammar and vocabulary appropriate for situation, audience, topic, and purpose. <br><br> • demonstrate nonverbal techniques including, but not limited, to eye contact, facial expressions, gestures, and stance. <br><br> • use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate. <br><br> • keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone. |

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|---|---|---|
| | ° defining a team goal and working toward its mastery.<br>° maintaining collaboration by ensuring that all ideas are treated respectfully and acknowledged.<br>° demonstrating respect for others' ideas by acknowledging differing points of view.<br>° coming to agreement by seeking consensus. | • analyze and critique the relationship among purpose, audience, and content of presentations.<br><br>• assess the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist.<br><br>• give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations.<br><br>• respond to questions about their oral presentations.<br><br>• collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.<br><br>• engage others in a conversation by posing and responding to questions in a group situation.<br><br>• demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and  give appropriate feedback.<br><br>• summarize or paraphrase what others have said to show attentiveness:  "It sounds like you were saying. . ." and provide an evaluation of others' information.<br><br>• analyze and critique the effectiveness of a speaker's or group's demeanor, |

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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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|  |  | voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery. <br><br> • analyze and critique the relationship among purpose, audience, and content of presentations. |

**9.2**        **The student will produce, analyze, and evaluate auditory, visual, and written media messages.**
   a) **Analyze and interpret special effects used in media messages including television, film, and Internet.**
   b) **Determine the purpose of the media message and its effect on the audience.**
   c) **Describe possible cause and effect relationships between mass media coverage and public opinion trends.**
   d) **Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.**
   e) **Monitor, analyze, and use multiple streams of simultaneous information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will develop media literacy by studying various media components and messages.<br><br>• Students will also recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes:<br><br>° **Authorship** (Who constructed the message?)<br><br>° **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.)<br><br>° **Audience** (Who is the person or persons meant to see the message? How will different people *see* the message?)<br><br>° **Content** (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)<br><br>° **Purpose** (Why is the message being sent— is it meant to persuade, inform, entertain, sell, or a combination of these?) | **All students should**<br><br>• evaluate how special effects are employed in a multimedia message to persuade the viewer.<br><br>• comprehend persuasive language and word connotations to convey viewpoint and bias. | **To be successful with this standard, students are expected to**<br><br>• create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes.<br><br>• recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as:<br>° ad hominem – means "to the man" does not argue the issue, instead it argues the person;<br>° red herring – is a deliberate attempt to divert attention;<br>° straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man");<br>° begging the question – assumes the conclusion is true without proving it; circular argument;<br>° testimonial – uses famous people to endorse the product or idea;<br>° ethical appeal – establishes the writer as knowledgeable;<br>° emotional appeal – appeals strictly to emotions often used with strong visuals; and<br>° logical appeal – is the strategic use of logic, claims, and evidence.<br><br>• identify and evaluate word choice in the media.<br><br>• investigate the use of bias and viewpoints in media.<br><br>• describe the effect of persuasive messages in the media on the audience.<br><br>• identify public opinion trends and possible causes.<br><br>• identify and analyze choice of information in the media and distinguish between fact and opinion. |

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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
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| | | <ul><li>identify and analyze sources and viewpoints in the media.</li><li>analyze information from many different print and electronic sources.</li><li>identify basic principles of media literacy:<ul><li>media messages are constructed;</li><li>messages are representations of reality with values and viewpoints;</li><li>each form of media uses a unique set of rules to construct messages;</li><li>individuals interpret based on personal experience; and</li><li>media are driven to gain profit or power.</li></ul></li><li>identify key questions of media literacy:<ul><li>Who created the message?</li><li>What techniques are used to attract attention?</li><li>How might different people react differently to this message?</li><li>What values, lifestyles and points of view are represented in, or omitted from, this message?</li><li>What is the purpose of this message?</li></ul></li></ul> |

At the ninth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will be introduced to literary works from a variety of cultures and eras, and they will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

**9.3**      **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
  a) **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
  b) **Use context, structure, and connotations to determine meanings of words and phrases.**
  c) **Discriminate between connotative and denotative meanings and interpret the connotation.**
  d) **Identify the meaning of common idioms.**
  e) **Identify literary and classical allusions and figurative language in text.**
  f) **Extend general and specialized vocabulary through speaking, reading, and writing.**
  g) **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| <ul><li>The intent of this standard is that students will increase their independence as learners of vocabulary.</li><li>Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.</li><li>Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish).</li><li>Students will evaluate the use of figurative language in text.</li><li>Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images.</li><li>**Connotation** is subjective, cultural and</li></ul> | **All students should**<ul><li>recognize that figurative language enriches text.</li><li>understand that word structure aids comprehension of unfamiliar and complex words.</li></ul> | **To be successful with this standard, students are expected to**<ul><li>use word structure to analyze and relate words.</li><li>use roots or affixes to determine or clarify the meaning of words.</li><li>recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.</li><li>demonstrate an understanding of idioms.</li><li>use prior reading knowledge and other study to identify the meaning of literary and classical allusions.</li><li>interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>analyze connotations of words with similar denotations.</li><li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).</li><li>consult general and specialized reference materials (e.g., dictionaries, thesaurus).</li><li>demonstrate understanding of figurative language, word relationships, and connotations in word meanings.</li></ul> |

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| emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*), *strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. <br><br> • **Denotation** is a dictionary definition of a word. <br><br> • **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). <br><br> • An **allusion** is an indirect reference to a person, place, event or thing-- real or fictional.  J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible. | | |

**9.4**     **The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.**

a) **Identify author's main idea and purpose.**
b) **Summarize text relating the supporting details.**
c) **Identify the characteristics that distinguish literary forms.**
d) **Use literary terms in describing and analyzing selections.**
e) **Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
f) **Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.**
g) **Analyze the cultural or social function of a literary text.**
h) **Explain the relationship between the author's style and literary effect.**
i) **Explain the influence of historical context on the form, style, and point of view of a written work.**
j) **Compare and contrast author's use of literary elements within a variety of genres.**
k) **Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.**
l) **Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.**
m) **Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms.<br><br>• Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction.<br><br>• Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, *The Grapes of Wrath,* which focuses on the plight of migrant farmers, | **All students should**<br><br>• understand the relationship between an author's style and literary effect.<br><br>• understand an author's use of figurative language to create images, sounds, and effects.<br><br>• understand an author's use of structuring techniques to present literary content.<br><br>• understand the techniques an author uses to convey information about a character.<br><br>• understand character types.<br><br>• understand a character's | **To be successful with this standard, students are expected to**<br><br>• identify main idea, purpose, and supporting details.<br><br>• provide a summary of the text.<br><br>• identify the differing characteristics that distinguish literary forms, including:<br>  ° narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel;<br>  ° poetry – epic, ballad, sonnet, lyric, elegy, ode;<br>  ° drama – comedy, tragedy;<br>  ° essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and<br>  ° narrative nonfiction – biographies, autobiographies, personal essays.<br><br>• identify and analyze elements of dramatic literature:<br>  ° dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement |

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| affected the conscience of a nation and helped laws to change.<br><br>• Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., *A Tale of Two Cities*).<br><br>• Students will read and analyze one-act and full-length plays.<br><br>• Students will use a variety of reading strategies such as text annotation, QAR (Question-, Answer Relationships), thinking aloud, etc. | development throughout a text.<br><br>• understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live.<br><br>• understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).<br><br>• understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration |    (conclusion/resolution);<br>  ◦  monologue;<br>  ◦  soliloquy;<br>  ◦  dialogue;<br>  ◦  aside;<br>  ◦  dialect; and<br>  ◦  stage directions.<br><br>• describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.<br><br>• compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each.<br><br>• explain the relationships among the elements of literature, such as:<br>  ◦  protagonist and other characters;<br>  ◦  plot;<br>  ◦  setting;<br>  ◦  tone; |

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| | and dialogue. | °   point of view – first person, third person limited, third person omniscient;<br>°   theme;<br>°   speaker; and<br>°   narrator.<br><br>•   analyze the techniques used by an author to convey information about a character.<br><br>•   analyze character types, including:<br>  °   dynamic/round character;<br>  °   static/flat character; and<br>  °   stereotype and caricature.<br><br>•   analyze how authors create multilayered characters through the use of literary devices:  indirect and direct methods of characterization, character's actions, interactions with other characters, dialogue, physical appearance, and thoughts.<br><br>•   analyze how characters with multiple or conflicting motivations develop |

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| | | over the course of a text, interact with other characters, and advance the plot or develop theme. |
| | | • analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, |
| | | • determine a theme of a text and analyze its development over the course of the text. |
| | | • compare and contrast types of figurative language and other literary devices such as: <br> ° simile; <br> ° metaphor; <br> ° personification; <br> ° analogy; <br> ° symbolism; <br> ° apostrophe; <br> ° allusion; <br> ° imagery; |

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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | °   paradox; and<br>°   oxymoron.<br><br>• identify sound devices, including:<br>  °   rhyme (approximate, end, slant)<br>  °   rhythm;<br>  °   repetition;<br>  °   alliteration;<br>  °   assonance;<br>  °   consonance;<br>  °   onomatopoeia; and<br>  °   parallelism.<br><br>• identify and analyze an author's presentation of literary content by the use of structuring techniques, such as:<br>  °   dialogue;<br>  °   foreshadowing;<br>  °   parallel plots;<br>  °   subplots and multiple story lines; |

9.4    **The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.**
   a) **Identify author's main idea and purpose.**
   b) **Summarize text relating the supporting details.**
   c) **Identify the characteristics that distinguish literary forms.**
   d) **Use literary terms in describing and analyzing selections.**
   e) **Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
   f) **Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.**
   g) **Analyze the cultural or social function of a literary text.**
   h) **Explain the relationship between the author's style and literary effect.**
   i) **Explain the influence of historical context on the form, style, and point of view of a written work.**
   j) **Compare and contrast author's use of literary elements within a variety of genres.**
   k) **Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.**
   l) **Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.**
   m) **Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | ° flashback; <br> ° soliloquy; <br> ° verse; <br> ° refrain; and <br> ° stanza forms <br>   - couplet <br>   - quatrain <br>   - sestet <br>   - octet (octave). <br><br> • identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: <br> ° rhetorical question; <br> ° cliché; <br> ° connotation; <br> ° denotation; <br> ° hyperbole; <br> ° understatement; |

**9.4**     **The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.**

      a) **Identify author's main idea and purpose.**
      b) **Summarize text relating the supporting details.**
      c) **Identify the characteristics that distinguish literary forms.**
      d) **Use literary terms in describing and analyzing selections.**
      e) **Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
      f) **Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.**
      g) **Analyze the cultural or social function of a literary text.**
      h) **Explain the relationship between the author's style and literary effect.**
      i) **Explain the influence of historical context on the form, style, and point of view of a written work.**
      j) **Compare and contrast author's use of literary elements within a variety of genres.**
      k) **Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.**
      l) **Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.**
      m) **Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
|  |  | °   irony;<br>    - dramatic<br>    - situational<br>    - verbal<br>°   dialect; and<br>°   pun. |

**9.5**      **The student will read and analyze a variety of nonfiction texts.**
- a) **Recognize an author's intended purpose for writing and identify the main idea.**
- b) **Summarize text relating supporting details.**
- c) **Understand the purpose of text structures and use those features to locate information and gain meaning from texts.**
- d) **Identify characteristics of expository, technical, and persuasive texts.**
- e) **Identify a position/argument to be confirmed, disproved, or modified.**
- f) **Evaluate clarity and accuracy of information.**
- g) **Analyze and synthesize information in order to solve problems, answer questions, or complete a task.**
- h) **Draw conclusions and make inferences on explicit and implied information using textual support as evidence.**
- i) **Differentiate between fact and opinion.**
- j) **Organize and synthesize information from sources for use in written and oral presentations.**
- k) **Use the reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| <ul><li>The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials.</li><li>Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list.</li><li>Students will understand before-, during-, and after-reading strategies.</li><li>Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</li></ul> | **All students should**<br><ul><li>understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline.</li></ul> | **To be successful with this standard, students are expected to**<br><ul><li>identify and infer the main idea from a variety of complex informational text.</li><li>explain author's purpose in informational text.</li><li>identify and summarize essential details that support the main idea of informational text.</li><li>analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</li><li>demonstrate the use of text features to locate information, such as:<ul><li>title page;</li><li>bolded or highlighted words;</li><li>index;</li><li>graphics;</li><li>charts; and</li><li>headings.</li></ul></li><li>analyze text structures (organizational pattern), including:<ul><li>cause and effect;</li><li>comparison/contrast;</li><li>enumeration or listing;</li></ul></li></ul> |

**9.5**     **The student will read and analyze a variety of nonfiction texts.**
   a)  **Recognize an author's intended purpose for writing and identify the main idea.**
   b)  **Summarize text relating supporting details.**
   c)  **Understand the purpose of text structures and use those features to locate information and gain meaning from texts.**
   d)  **Identify characteristics of expository, technical, and persuasive texts.**
   e)  **Identify a position/argument to be confirmed, disproved, or modified.**
   f)  **Evaluate clarity and accuracy of information.**
   g)  **Analyze and synthesize information in order to solve problems, answer questions, or complete a task.**
   h)  **Draw conclusions and make inferences on explicit and implied information using textual support as evidence.**
   i)  **Differentiate between fact and opinion.**
   j)  **Organize and synthesize information from sources for use in written and oral presentations.**
   k)  **Use the reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | ° sequential or chronological; <br> ° concept/definition; <br> ° generalization; and <br> ° process. <br><br> • identify an author's position/argument within informational text. <br><br> • evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc. <br><br> • make inferences and draw conclusions from complex informational text. <br><br> • examine text structures to aid comprehension and analysis of complex, informational texts. <br><br> • use a variety of reading strategies to self-monitor the reading process. |

At the ninth-grade level, students will write narrative, expository, and persuasive forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

**9.6**       **The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.**
   a) **Generate, gather, and organize ideas for writing.**
   b) **Plan and organize writing to address a specific audience and purpose.**
   c) **Communicate clearly the purpose of the writing using a thesis statement where appropriate.**
   d) **Write clear, varied sentences using specific vocabulary and information.**
   e) **Elaborate ideas clearly through word choice and vivid description.**
   f) **Arrange paragraphs into a logical progression.**
   g) **Use transitions between paragraphs and ideas.**
   h) **Revise writing for clarity of content, accuracy and depth of information.**
   i) **Use computer technology to plan, draft, revise, edit, and publish writing**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. <br><br> • Writing will encompass narrative, expository, persuasive, and analytical forms. <br><br> • Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. <br><br> • Students should have practice writing for shorter time frames as well as extended time frames. | **All students should** <br><br> • understand that writing is a process. <br><br> • understand the importance of audience, purpose and point of view when writing. <br><br> • recognize the importance of maintaining a formal style and objective tone in academic writing. <br><br> • understand that the function of a thesis statement is to focus on the purpose of writing. | **To be successful with this standard, students are expected to** <br><br> • use prewriting strategies and organize writing. <br><br> • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. <br><br> • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. <br><br> • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. <br><br> • write using a clear, focused thesis that addresses the purpose for writing. <br><br> • provide an engaging introduction and a clear thesis statement that introduces the information presented. <br><br> • write clear, varied sentences, and increase the use of embedded clauses. <br><br> • use specific vocabulary and information. <br><br> • use precise language to convey a vivid picture. <br><br> • develop the topic with appropriate information, details, and examples. <br><br> • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. <br><br> • revise writing for clarity, content, depth of information, and intended |

**9.6**      **The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.**
  a) **Generate, gather, and organize ideas for writing.**
  b) **Plan and organize writing to address a specific audience and purpose.**
  c) **Communicate clearly the purpose of the writing using a thesis statement where appropriate.**
  d) **Write clear, varied sentences using specific vocabulary and information.**
  e) **Elaborate ideas clearly through word choice and vivid description.**
  f) **Arrange paragraphs into a logical progression.**
  g) **Use transitions between paragraphs and ideas.**
  h) **Revise writing for clarity of content, accuracy and depth of information.**
  i) **Use computer technology to plan, draft, revise, edit, and publish writing**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | audience and purpose. <br><br> • use computer technology to assist in the writing process. |

9.7    **The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
   a)  **Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.**
   b)  **Use parallel structures across sentences and paragraphs.**
   c)  **Use appositives, main clauses, and subordinate clauses.**
   d)  **Use commas and semicolons to distinguish and divide main and subordinate clauses.**
   e)  **Distinguish between active and passive voice.**
   f)  **Proofread and edit writing for intended audience and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will focus on editing and the application of grammatical conventions in writing.<br><br>• Students will understand that parallel structure means using the same grammatical form to express equal or parallel ideas.<br><br>• Students will understand that a **main clause** is an **independent clause** that expresses a complete thought and can stand alone as a sentence.<br><br>• Students will understand that a **subordinate clause** is a **dependent clause** and does not express a complete thought.<br><br>• Students will understand rules for commas and semicolons when dividing main and subordinate clauses.<br><br>• Students will differentiate between active and passive voice, knowing when it is appropriate to use each in their writing.<br><br>• Students will use verbs in the conditional and subjunctive form to achieve particular effects. | **All students should**<br><br>• understand that grammatical and syntactical choices convey a writer's message.<br><br>• recognize that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action.<br><br>• write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.<br><br>• demonstrate an understanding of dependent clauses, independent clauses, and a variety of phrases to show sentence variety. | **To be successful with this standard, students are expected to**<br><br>• apply rules for sentence development, including:<br>　° subject/verb;<br>　° direct object;<br>　° indirect object;<br>　° predicate nominative; and<br>　° predicate adjective.<br><br>• identify and appropriately use coordinating conjunctions: *for, and, nor, but, or, yet,* and *so* (FANBOYS).<br><br>• use parallel structure when:<br>　° linking coordinate ideas;<br>　° comparing or contrasting ideas; and<br>　° linking ideas with correlative conjunctions:<br>　　- *both...and*<br>　　- *either...or*<br>　　- *neither...nor*<br>　　- *not only...but also.*<br><br>• use appositives.<br><br>• distinguish and divide main and subordinate clauses, using commas and semicolons.<br><br>• use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.<br><br>• differentiate between active and passive voice to create a desired effect. |

9.7     **The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
   a) **Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.**
   b) **Use parallel structures across sentences and paragraphs.**
   c) **Use appositives, main clauses, and subordinate clauses.**
   d) **Use commas and semicolons to distinguish and divide main and subordinate clauses.**
   e) **Distinguish between active and passive voice.**
   f) **Proofread and edit writing for intended audience and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
|  |  | • proofread and edit writing. |

At the ninth-grade level, students will develop skills in using print, electronic databases, online resources, and other media to access information and create a research product. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information.  They will use a standard style method to credit sources of ideas used and will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

9.8    The student will use print, electronic databases, online resources, and other media to access information to create a research product.
  a) Use technology as a tool for research to organize, evaluate, and communicate information.
  b) Narrow the focus of a search.
  c) Find, evaluate, and select appropriate sources to access information and answer questions.
  d) Verify the validity and accuracy of all information.
  e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
  f) Credit the sources of quoted, paraphrased, and summarized ideas.
  g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
  h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will acquire skills in evaluating both print and electronic resources.<br><br>• Students will become adept at embedding information accessed electronically in a research document.<br><br>• Students will differentiate their original thoughts and ideas from the thoughts and ideas of others.<br><br>• Students will distinguish common knowledge from information that is unique to a source or author.<br><br>• Students will use a standard style method, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to cite sources. | **All students should**<br><br>• understand the format for citing sources of information.<br><br>• understand that using a standard form of documentation legally protects the intellectual property of writers. | **To be successful with this standard, students are expected to**<br><br>• use Internet resources, electronic databases, and other technology to access, organize, and present information.<br><br>• focus the topic by :<br>   ° identifying audience;<br>   ° identifying purpose;<br>   ° identifying useful search terms; and<br>   ° combining search terms effectively.<br><br>• scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.<br><br>• differentiate between reliable and unreliable resources.<br><br>• question the validity and accuracy of information:<br>   ° Who is the author or sponsor of the page?<br>   ° Are there obvious reasons for bias?<br>   ° Is contact information provided?<br>   ° Is there a copyright symbol on the page?<br>   ° What is the purpose of the page?<br>   ° Is the information on the page *primary* or *secondary*?<br>   ° Is the information current? |

**9.8**     The student will use print, electronic databases, online resources, and other media to access information to create a research product.
a)  Use technology as a tool for research to organize, evaluate, and communicate information.
b)  Narrow the focus of a search.
c)  Find, evaluate, and select appropriate sources to access information and answer questions.
d)  Verify the validity and accuracy of all information.
e)  Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f)  Credit the sources of quoted, paraphrased, and summarized ideas.
g)  Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
h)  Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | ° Can the information on the Web page be verified?<br><br>• avoid plagiarism by:<br>  ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;<br>  ° recognizing that one must correctly cite sources to give credit to the author of an original work;<br>  ° recognizing that sources of information must be cited even when the information has been paraphrased; and<br>  ° using quotation marks when someone else's exact words are quoted.<br><br>• distinguish one's own ideas from information created or discovered by others.<br><br>• use a style sheet, such as MLA or APA, to cite sources. |

# English Standards of Learning

## CURRICULUM FRAMEWORK 2010
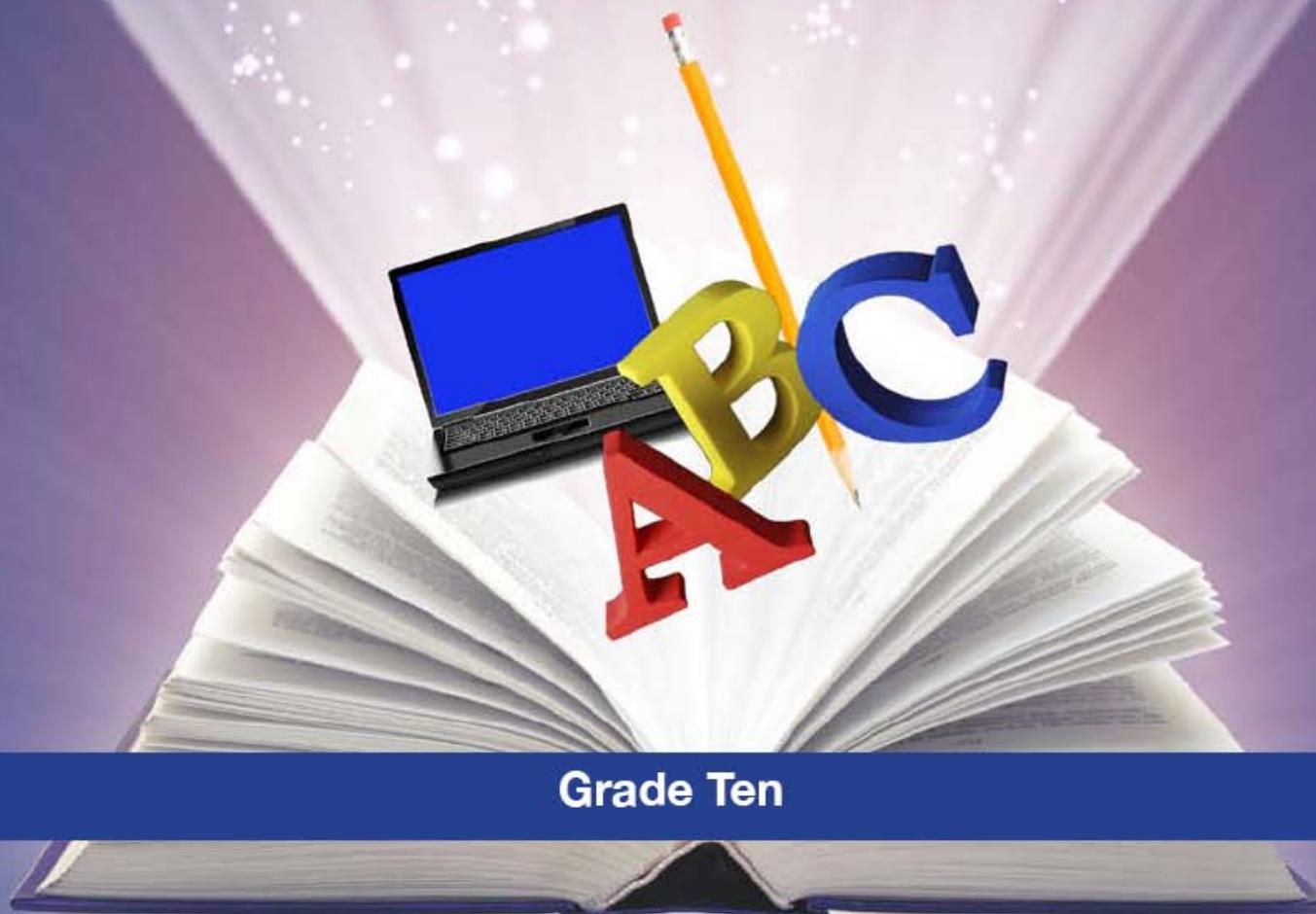
### Grade Ten

Board of Education, Commonwealth of Virginia

At the tenth-grade level, students will become skilled communicators in small-group learning activities. Students will participate in, collaborate in, and report on small-group learning activities. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose.  In addition, students will analyze, produce, and examine similarities and differences between visual and verbal media messages.

**10.1** **The student will participate in, collaborate in, and report on small-group learning activities.**
   a) **Assume responsibility for specific group tasks.**
   b) **Collaborate in the preparation or summary of the group activity.**
   c) **Include all group members in oral presentation.**
   d) **Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.**
   e) **Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.**
   f) **Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.**
   g) **Access, critically evaluate, and use information accurately to solve problems.**
   h) **Evaluate one's own role in preparation and delivery of oral reports.**
   i) **Use a variety of strategies to listen actively.**
   j) **Analyze and interpret other's presentations.**
   k) **Evaluate effectiveness of group process in preparation and delivery of oral reports.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| <ul><li>Individual students will actively contribute to group activities and participate in small-group oral presentations.</li><li>Students will evaluate their strengths and weaknesses when participating in small-group oral presentations.</li><li>Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation.</li></ul> | **All students should**<br><ul><li>understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill.</li></ul> | **To be successful with this standard, students are expected to**<br><ul><li>assume shared responsibility for collaborative work.</li><li>collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.</li><li>respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.</li><li>demonstrate active listening through use of appropriate facial expressions, posture, and gestures.</li><li>engage others in a conversation by posing and responding to questions in a group situation.</li><li>exercise flexibility and willingness in making compromises to accomplish a common goal.</li><li>use grammatically correct  language.</li></ul> |

**10.2    The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.**
   a)  **Use media, visual literacy, and technology skills to create products.**
   b)  **Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.**
   c)  **Determine the author's purpose and intended effect on the audience for media messages.**
   d)  **Identify the tools and techniques used to achieve the intended focus.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will continue to develop media literacy by comparing and contrasting visual and verbal media messages.<br><br>• Students will continue to create products that reflect their expanding knowledge of media and visual literacy. | **All students should**<br><br>• recognize that media messages express a viewpoint and contain values.<br><br>• understand that there is a relationship between the author's intent, the factual content, and opinion expressed in media messages.<br><br>• understand the purposeful use of persuasive language and word connotations convey viewpoint and bias. | **To be successful with this standard, students are expected to**<br><br>• identify and analyze the sources and viewpoint of publications.<br><br>• analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).<br><br>• determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages. |

At the tenth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.  They will read, comprehend, critique, and analyze a variety of literary works from various cultures and eras.  They will interpret nonfiction materials. Students will learn to apply critical reading skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

**10.3** **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
   a) **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
   b) **Use context, structure, and connotations to determine meanings of words and phrases.**
   c) **Discriminate between connotative and denotative meanings and interpret the connotation.**
   d) **Identify the meaning of common idioms.**
   e) **Identify literary and classical allusions and figurative language in text.**
   f) **Extend general and specialized vocabulary through speaking, reading, and writing.**
   g) **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • The intent of this standard is that students will increase their independence as learners of vocabulary. <br><br> • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. <br><br> • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages  *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). <br><br> • Students will evaluate the use of figurative language in text. <br><br> • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. <br><br> • **Connotation** is subjective cultural and | **All students should** <br><br> • use word structure to analyze and relate words. <br><br> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. <br><br> • recognize that figurative language enriches text. | **To be successful with this standard, students are expected to** <br><br> • use roots or affixes to determine or clarify the meaning of words. <br><br> • demonstrate an understanding of idioms. <br><br> • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. <br><br> • interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text. <br><br> • analyze connotations of words with similar denotations. <br><br> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <br><br> • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). <br><br> • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <br><br> • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. |

**10.3**    **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**

a)   **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**

b)   **Use context, structure, and connotations to determine meanings of words and phrases.**

c)   **Discriminate between connotative and denotative meanings and interpret the connotation.**

d)   **Identify the meaning of common idioms.**

e)   **Identify literary and classical allusions and figurative language in text.**

f)   **Extend general and specialized vocabulary through speaking, reading, and writing.**

g)   **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone.<br><br>• **Denotation** is a dictionary definition of a word.<br><br>• **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).<br><br>• An **allusion** is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible. |  |  |

10.4    **The student will read, comprehend, and analyze literary texts of different cultures and eras.**
   a)  **Identify main and supporting ideas.**
   b)  **Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
   c)  **Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
   d)  **Analyze the cultural or social function of literature.**
   e)  **Identify universal themes prevalent in the literature of different cultures.**
   f)  **Examine a literary selection from several critical perspectives.**
   g)  **Explain the influence of historical context on the form, style, and point of view of a literary text.**
   h)  **Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.**
   i)  **Compare and contrast literature from different cultures and eras.**
   j)  **Distinguish between a critique and a summary.**
   k)  **Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.**
   l)  **Compare and contrast character development in a play to characterization in other literary forms.**
   m)  **Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. <br><br> • Students will compare and contrast poetic elements that poets use to evoke an emotional response. <br><br> • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. <br><br> • Students should understand the difference between a critique and a summary: | **All students should** <br><br> • understand that poets use techniques to evoke emotion in the reader. <br><br> • understand that literature is universal and influenced by different cultures and eras. <br><br> • analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone). <br><br> • analyze a case in which a | **To be successful with this standard, students are expected to** <br><br> • construct meaning from text by making connections between what they already know and the new information they read. <br><br> • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. <br><br> • compare and contrast a variety of literary works from different cultures and eras, including: <br> ° short stories; <br> ° poems; <br> ° plays; <br> ° novels; <br> ° essays; and <br> ° narrative nonfiction. |

10.4      **The student will read, comprehend, and analyze literary texts of different cultures and eras.**

- a) **Identify main and supporting ideas.**
- b) **Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
- c) **Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
- d) **Analyze the cultural or social function of literature.**
- e) **Identify universal themes prevalent in the literature of different cultures.**
- f) **Examine a literary selection from several critical perspectives.**
- g) **Explain the influence of historical context on the form, style, and point of view of a literary text.**
- h) **Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.**
- i) **Compare and contrast literature from different cultures and eras.**
- j) **Distinguish between a critique and a summary.**
- k) **Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.**
- l) **Compare and contrast character development in a play to characterization in other literary forms.**
- m) **Use reading strategies to monitor comprehension throughout the reading process.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| ° A **summary** restates what one just read in one's own words, and presents only main details, and maintains an objective voice.<br><br>° A **critique** analyzes what was read, offers interpretations, judgments, and evidence for support.<br><br>• Students will explain ways that characterization in drama differs from that in other literary forms.<br><br>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.<br><br>• **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, | point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).<br><br>• evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play.<br><br>• understand rhyme, rhythm, and sound elements.<br><br>• understand techniques poets use to evoke emotion in the | • explain similarities and differences among literary genres from different cultures, such as:<br>  ° haikus;<br>  ° sonnets;<br>  ° fables;<br>  ° myths;<br>  ° novels;<br>  ° graphic novels; and<br>  ° short stories.<br><br>• analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero).<br><br>• analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot.<br><br>• identify universal themes, such as: |

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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.<br><br>• A complete list of literary devices is included under SOL 9.4<br><br>• Students will read and analyze poetry, focusing on rhyme, rhythm, and sound.<br><br>• Students will compare and contrast poetic elements that poets use to evoke an emotional response.<br><br>• Students will interpret and paraphrase the meanings of poems to demonstrate | reader.<br><br>• demonstrate understanding of selected poems. | ° struggle with nature;<br>° survival of the fittest;<br>° coming of age;<br>° power of love;<br>° loss of innocence;<br>° struggle with self;<br>° disillusionment with life;<br>° the effects of progress;<br>° power of nature;<br>° alienation and isolation;<br>° honoring the historical past;<br>° good overcoming evil;<br>° tolerance of the atypical;<br>° the great journey;<br>° noble sacrifice;<br>° the great battle;<br>° love and friendship; and<br>° revenge. |

10.4    The student will read, comprehend, and analyze literary texts of different cultures and eras.
a)  Identify main and supporting ideas.
b)  Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
c)  Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| understanding of the poems. | | • analyze works of literature for historical information about the period in which they were written. <br><br> • describe common archetypes that pervade literature, such as the: <br> ° hero/heroine; <br> ° trickster; <br> ° faithful companion; <br> ° outsider/outcast; <br> ° rugged individualist; <br> ° shrew; <br> ° innocent; <br> ° villain; <br> ° caretaker; <br> ° Earth mother; <br> ° rebel; <br> ° misfit; <br> ° mother/father figure; <br> ° monster/villain; |

**10.4**   **The student will read, comprehend, and analyze literary texts of different cultures and eras.**
a) Identify main and supporting ideas.
b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
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| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | ° scapegoat; and <br> ° lonely orphan. <br><br> • examine a literary selection from several different critical perspectives. <br> • analyze a particular point of view or cultural experience reflected in a literary work. <br> • analyze the representation of a subject or a key scene in two different media. <br> • compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions. <br> • interpret and paraphrase the meanings of selected poems. <br> • analyze the use of dialogue, special effects, music, and set to interpret characters. <br> • identify and describe dramatic conventions. |

**10.5    The student will read, interpret, analyze, and evaluate nonfiction texts.**
  a) **Identify text organization and structure.**
  b) **Recognize an author's intended audience and purpose for writing.**
  c) **Skim manuals or informational sources to locate information.**
  d) **Compare and contrast informational texts.**
  e) **Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.**
  f) **Draw conclusions and make inferences on explicit and implied information using textual support as evidence.**
  g) **Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.**
  h) **Use reading strategies throughout the reading process to monitor comprehension.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students need to be skilled readers of nonfictional texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials.<br><br>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | **All students should**<br><br>• understand that background knowledge may be necessary to understand handbooks and manuals.<br><br>• know that informational and technical writing is often non-linear, fragmented, and graphic-supported.<br><br>• understand how format and style in informational text differ from those in narrative and expository texts.<br><br>• understand reading strategies and in particular, how they are used to locate specific information in informational text. | **To be successful with this standard, students are expected to**<br><br>• identify the different formats and purposes of informational and technical texts.<br><br>• analyze how authors use rhetoric to advance their point of view.<br><br>• identify the main idea(s) in informational text.<br><br>• identify essential details in complex informational passages.<br><br>• locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting.<br><br>• interpret and understand information presented in maps, charts, timelines, tables, and diagrams,<br><br>• make inferences and draw conclusions from informational text.<br><br>• synthesize information across multiple informational texts. |

At the tenth-grade level, students will develop their persuasive, expository, and analytical writing skills. They will synthesize information to support a thesis, provide elaboration, and organize ideas logically. They will demonstrate understanding by applying a writing process in developing written products. They will revise writing for clarity of content and edit for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

10.6    **The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.**
   a)  **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
   b)  **Synthesize information to support the thesis.**
   c)  **Elaborate ideas clearly through word choice and vivid description.**
   d)  **Write clear and varied sentences, clarifying ideas with precise and relevant evidence.**
   e)  **Organize ideas into a logical sequence using transitions.**
   f)  **Revise writing for clarity of content, accuracy, and depth of information.**
   g)  **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading. <br><br> • Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support. <br><br> • Analytical writing uses precise language and often divides the subject into parts and provides evidence on each part. <br><br> • Students should have practice writing for shorter time frames as well as extended time frames. | **All students should** <br><br> • understand that writing is a process. <br><br> • understand expository and analytical texts and develop products that reflect that understanding. <br><br> • understand effective organizational patterns. | **To be successful with this standard, students are expected to** <br><br> • write expository texts that: <br> ° explain a process; <br> ° compare and contrast ideas; <br> ° show cause and effect; <br> ° enumerate details; or <br> ° define ideas and concepts. <br><br> • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics. <br><br> • write persuasively and analytically on a variety of literary and nonliterary subjects. <br><br> • develop writing that analyzes complex issues. <br><br> • plan and organize their ideas for writing. <br><br> • state a thesis and support it. <br><br> • elaborate ideas in order to provide support for the thesis. <br><br> • use visual and sensory language as needed for effect. <br><br> • vary sentence structures for effect. <br><br> • identify and apply features of the writing domains, including <br> ° effective organization; <br> ° clear structure; <br> ° sentence variety; |

10.6    **The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.**
   a)   **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
   b)   **Synthesize information to support the thesis.**
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   e)   **Organize ideas into a logical sequence using transitions.**
   f)   **Revise writing for clarity of content, accuracy, and depth of information.**
   g)   **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
|  |  | ° unity and coherence;<br>° tone and voice;<br>° effective word choice;<br>° clear purpose;<br>° appropriate mechanics and usage; and<br>° accurate and valuable information.<br><br>• develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as:<br>° comparison/contrast;<br>° chronological order;<br>° spatial layout;<br>° cause and effect;<br>° definition;<br>° order of importance;<br>° explanation;<br>° generalization;<br>° classification;<br>° enumeration; and<br>° problem/solution.<br><br>• evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure.<br><br>• revise writing for clarity of content and presentation.<br><br>• use peer- and self-evaluation to review and revise writing. |

**10.6**    **The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.**
  a) **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
  b) **Synthesize information to support the thesis.**
  c) **Elaborate ideas clearly through word choice and vivid description.**
  d) **Write clear and varied sentences, clarifying ideas with precise and relevant evidence.**
  e) **Organize ideas into a logical sequence using transitions.**
  f) **Revise writing for clarity of content, accuracy, and depth of information.**
  g) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | •   use computer technology to assist in the writing process. |

**10.7**   **The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
a) **Distinguish between active and passive voice.**
b) **Apply rules governing use of the colon.**
c) **Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.**
d) **Differentiate between in-text citations and works cited on the bibliography page.**
e) **Analyze the writing of others.**
f) **Describe how the author accomplishes the intended purpose of a piece of writing.**
g) **Suggest how writing might be improved.**
h) **Proofread and edit final product for intended audience and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. <br><br> • Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. <br><br> • Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. <br><br> • Students will describe how writers accomplish their intended purpose. | **All students should** <br><br> • understand that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action. <br><br> • use colons according to rules governing their use. <br><br> • understand how writers use organization and details to communicate their purposes. | **To be successful with this standard, students are expected to** <br><br> • distinguish between active voice and passive voice to convey a desired effect. <br><br> • know and apply the rules for the use of a colon: <br> ° before a list of items; <br> ° before a long, formal statement or quotation; and <br> ° after the salutation of a business letter. <br><br> • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting. <br><br> • use peer- and self-evaluation to edit writing. <br><br> • proofread and prepare final product for intended audience and purpose. <br><br> • correct grammatical or usage errors. |

At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will also credit sources for quoted and paraphrased information, using a standard method of documentation. Students will present writing in a format appropriate for audience and purpose.

**10.8**      **The student will collect, evaluate, organize, and present information to create a research product.**
- a) **Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.**
- b) **Develop the central idea or focus.**
- c) **Verify the accuracy, validity, and usefulness of information.**
- d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
- e) **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
- f) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product.<br><br>• Students will provide documentation to support their research product.<br><br>• Students will understand that plagiarism is the theft of intellectual property.<br><br>• Students will understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law. | **All students should**<br><br>• understand the steps involved in organizing information gathered from research.<br><br>• verify the accuracy and usefulness of information.<br><br>• understand the appropriate format for citing sources of information.<br><br>• understand that using standard methods of documentation is one way to protect the intellectual property of writers. | **To be successful with this standard, students are expected to**<br><br>• use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis.<br><br>• organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.<br><br>• use organizational patterns/techniques, such as:<br>  ° comparison/contrast;<br>  ° chronological order;<br>  ° spatial layout;<br>  ° cause and effect;<br>  ° definition;<br>  ° order of importance;<br>  ° explanation;<br>  ° enumeration; and<br>  ° problem/solution.<br><br>• evaluate sources for their credibility, reliability, strengths, and limitations.<br><br>• demonstrate ability to distinguish between reliable and unreliable sources.<br><br>• distinguish one's own ideas from information created or discovered by others.<br><br>• cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages. |

10.8      **The student will collect, evaluate, organize, and present information to create a research product.**
   a) **Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.**
   b) **Develop the central idea or focus.**
   c) **Verify the accuracy, validity, and usefulness of information.**
   d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
   e) **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
   f) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | <ul><li>avoid plagiarism by:<ul><li>understanding that *plagiarism* is an act of presenting someone else's ideas as one's own;</li><li>citing correctly sources to give credit to the author of an original work;</li><li>recognizing that sources of information must be cited even when the information has been paraphrased; and</li><li>using quotation marks when someone else's exact words are quoted.</li></ul></li></ul> |

# English Standards of Learning

## CURRICULUM FRAMEWORK 2010
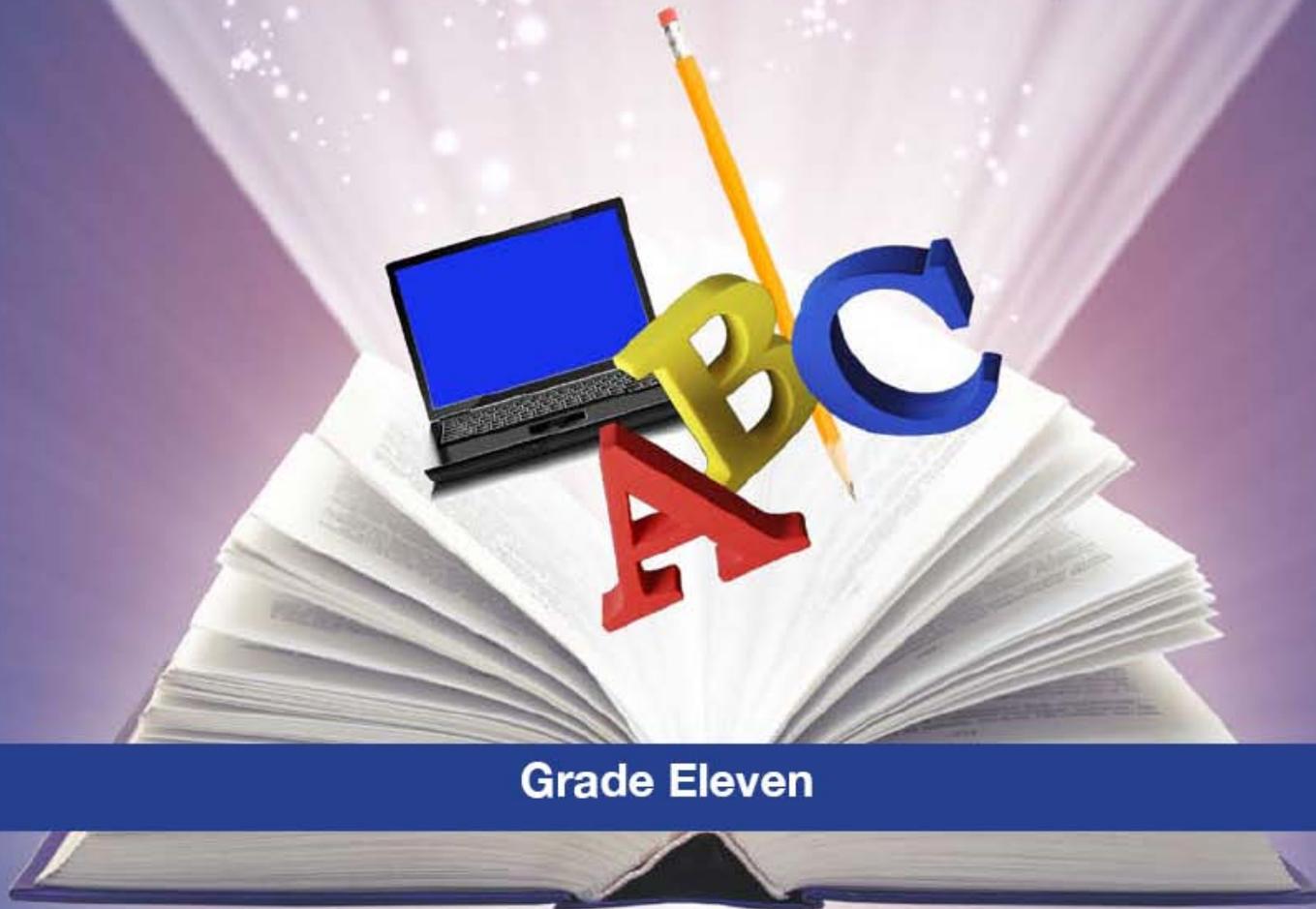
**Grade Eleven**

Board of Education, Commonwealth of Virginia

At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others. In addition, students will examine how persuasive media messages influence audiences' beliefs and behaviors.

**11.1     The student will make informative and persuasive presentations.**
   a) **Gather and organize evidence to support a position.**
   b) **Present evidence clearly and convincingly.**
   c) **Address counterclaims.**
   d) **Support and defend ideas in public forums.**
   e) **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**
   f) **Monitor listening and use a variety of active listening strategies to make evaluations.**
   g) **Use presentation technology.**
   h) **Collaborate and report on small-group learning activities.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will give effective informative and persuasive presentations, using appropriate oral-communication skills. <br><br> • Students will use grammatically correct language in preparation and presentation of ideas and thoughts. <br><br> • Students will become critical listeners by assessing the effectiveness of oral presentations. | **All students should** <br><br> • understand how reading, writing, and discussion can be used to generate ideas and plan presentations. <br><br> • understand how to support and defend their ideas. <br><br> • understand rhetorical devices and techniques. <br><br> • identify speech appropriate for audience, topic, and situation. <br><br> • understand effective oral-delivery techniques. <br><br> • evaluate and critique content and delivery of oral presentations. | **To be successful with this standard, students are expected to** <br><br> • define a position and select evidence to support that position through reading, writing, and discussion. <br><br> • establish a purpose. <br><br> • develop well organized presentations to defend a position or present information. <br><br> • apply and evaluate persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc. <br><br> • use effective evidence and oral-delivery skills to convince an audience. <br><br> • make oral-language choices based on predictions of target audience response. <br><br> • listen actively by asking clarifying and elaborating questions. <br><br> • develop effective multimedia presentations. <br><br> • demonstrate mastery of content through small group collaboration. |

**11.1**    **The student will make informative and persuasive presentations.**
   a)  **Gather and organize evidence to support a position.**
   b)  **Present evidence clearly and convincingly.**
   c)  **Address counterclaims.**
   d)  **Support and defend ideas in public forums.**
   e)  **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**
   f)  **Monitor listening and use a variety of active listening strategies to make evaluations.**
   g)  **Use presentation technology.**
   h)  **Collaborate and report on small-group learning activities.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| . | **All students should**<br><br>• understand effective oral-delivery techniques.<br><br>• evaluate and critique content and delivery of oral presentations. | **To be successful with this standard, students are expected to**<br><br>• maintain appropriate eye contact.<br><br>• address an audience with appropriate:<br>  ° volume;<br>  ° enunciation;<br>  ° language choices; and<br>  ° poise.<br><br>• adopt appropriate tone.<br><br>• maintain appropriate rhythm.<br><br>• evaluate the use of persuasive techniques, such as:<br>  ° introduction (for securing interest and establishing unity);<br>  ° organization;<br>  ° proof/support;<br>  ° logic;<br>  ° loaded language;<br>  ° rhetorical devices, such as:<br>    – call to action<br>    – elevated language<br>    – rhetorical question<br>    – appeals to emotion<br>    – repetition<br>    – figurative language<br>    – addressing counterclaims<br>  ° conclusion. |

**11.1**     **The student will make informative and persuasive presentations.**
  a) **Gather and organize evidence to support a position.**
  b) **Present evidence clearly and convincingly.**
  c) **Address counterclaims.**
  d) **Support and defend ideas in public forums.**
  e) **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**
  f) **Monitor listening and use a variety of active listening strategies to make evaluations.**
  g) **Use presentation technology.**
  h) **Collaborate and report on small-group learning activities.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | • critique the accuracy, relevance, and organization of evidence.<br>• critique the clarity and effectiveness of delivery. |

**11.2** **The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.**
   a) **Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.**
   b) **Use media, visual literacy, and technology skills to create products.**
   c) **Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.**
   d) **Determine the author's purpose and intended effect on the audience for media messages.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will continue to develop media literacy by examining how media messages influence people's beliefs and behaviors. | **All students should** <br><br> • recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. <br><br> • understand the difference between *objectivity,* or fact, and *subjectivity,* or bias, in media messages. <br><br> • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. <br><br> • analyze how the media's use of symbol, imagery, and metaphor affects the message. | **To be successful with this standard, students are expected to** <br><br> • organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. <br><br> • demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production. <br><br> • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). <br><br> • determine author's purpose and distinguish factual content from opinion and possible bias. <br><br> • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to provoke to action, to appeal to ethics or beliefs, etc.). |

At the eleventh-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.  Students will enhance their appreciation for literature by studying both classic and contemporary American literature. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop vocabulary and reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

**11.3** **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
   a) **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
   b) **Use context, structure, and connotations to determine meanings of words and phrases.**
   c) **Discriminate between connotative and denotative meanings and interpret the connotation.**
   d) **Identify the meaning of common idioms.**
   e) **Identify literary and classical allusions and figurative language in text.**
   f) **Extend general and specialized vocabulary through speaking, reading, and writing.**
   g) **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • The intent of this standard is that students will increase their independence as learners of vocabulary. <br><br> • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. <br><br> • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). <br><br> • Students will evaluate the use of figurative language in text. <br><br> • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. <br><br> • **Connotation** is subjective, cultural, and emotional. A stubborn person may be described as being either *strong-willed* or *pig-* | **All students should** <br><br> • use word structure to analyze and relate words. <br><br> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. <br><br> • recognize that figurative language enriches text. | **To be successful with this standard, students are expected to** <br><br> • use roots or affixes to determine or clarify the meaning of words. <br><br> • demonstrate an understanding of idioms. <br><br> • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. <br><br> • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. <br><br> • analyze the connotation of words with similar denotations. <br><br> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <br><br> • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). <br><br> • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <br><br> • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. |

**11.3**    **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
   a) **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
   b) **Use context, structure, and connotations to determine meanings of words and phrases.**
   c) **Discriminate between connotative and denotative meanings and interpret the connotation.**
   d) **Identify the meaning of common idioms.**
   e) **Identify literary and classical allusions and figurative language in text.**
   f) **Extend general and specialized vocabulary through speaking, reading, and writing.**
   g) **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| *headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone.<br><br>• **Denotation** is a dictionary definition of a word.<br><br>• **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).<br><br>• An **allusion** is an indirect reference to a person, place, event, or thing – real or fictional.  J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible. | | |

11.4　　　The student will read, comprehend, and analyze relationships among American literature, history, and culture.
　　a)　Describe contributions of different cultures to the development of American literature.
　　b)　Compare and contrast the development of American literature in its historical context.
　　c)　Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
　　d)　Analyze the social or cultural function of American literature.
　　e)　Analyze how context and language structures convey an author's intent and viewpoint.
　　f)　Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
　　g)　Explain how imagery and figures of speech appeal to the reader's senses and experience.
　　h)　Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
　　i)　Read and analyze a variety of American dramatic selections.
　　j)　Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
　　k)　Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written.<br><br>• Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry.<br><br>• A list of poetic elements and techniques is included in the "Essential Knowledge, Skills, and Processes" column for English SOL 9.4 | All students should<br><br>• understand characteristics and cultures of historical periods and literary movements associated with each century.<br><br>• recognize and understand universal characters, themes, and motifs in American literature.<br><br>• understand how an author's intent is achieved by the use of context and language.<br><br>• understand dramatic conventions and devices. | To be successful with this standard, students are expected to<br><br>• use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.<br><br>• discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.<br><br>• analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes.<br><br>• analyze and critique themes across texts and within various social, cultural, and historical contexts.<br><br>• describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include:<br>　° Colonialism/Puritanism (17th century); |

**11.4**     **The student will read, comprehend, and analyze relationships among American literature, history, and culture.**
  a) **Describe contributions of different cultures to the development of American literature.**
  b) **Compare and contrast the development of American literature in its historical context.**
  c) **Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
  d) **Analyze the social or cultural function of American literature.**
  e) **Analyze how context and language structures convey an author's intent and viewpoint.**
  f) **Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.**
  g) **Explain how imagery and figures of speech appeal to the reader's senses and experience.**
  h) **Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.**
  i) **Read and analyze a variety of American dramatic selections.**
  j) **Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.**
  k) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will read and critique a variety of dramatic selections.<br><br>• A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4.<br><br>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.<br><br>• **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history. | | ° Revolutionary movement/Rationalism (18th century);<br>° Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century);<br>° Symbolism/Modernism, Harlem Renaissance, Postmodernism (20<sup>th</sup>century); and<br>° Contemporary poetry (21<sup>st</sup> Century)<br><br>• differentiate among archetypal characters in American literature, such as the:<br>° hero/heroine;<br>° trickster;<br>° faithful companion;<br>° outsider/outcast;<br>° rugged individualist;<br>° innocent;<br>° villain;<br>° caretaker;<br>° Earth mother;<br>° rebel;<br>° misfit; |

11.4    The student will read, comprehend, and analyze relationships among American literature, history, and culture.
   a)  **Describe contributions of different cultures to the development of American literature.**
   b)  **Compare and contrast the development of American literature in its historical context.**
   c)  **Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
   d)  **Analyze the social or cultural function of American literature.**
   e)  **Analyze how context and language structures convey an author's intent and viewpoint.**
   f)  **Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.**
   g)  **Explain how imagery and figures of speech appeal to the reader's senses and experience.**
   h)  **Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.**
   i)  **Read and analyze a variety of American dramatic selections.**
   j)  **Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.**
   k)  **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | °   lonely orphan; <br> °   shrew; <br> °   mother/father figure; <br> °   monster/villain; and <br> °   scapegoat. <br><br> •  identify major themes in American literature, such as: <br> °   the American Dream; <br> °   loss of innocence; <br> °   coming of age; <br> °   relationship with nature; <br> °   relationship with society; <br> °   relationship with science; <br> °   alienation and isolation; <br> °   survival of the fittest; <br> °   disillusionment; and <br> °   rebellion and protest. <br><br> •  analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. |

11.4    The student will read, comprehend, and analyze relationships among American literature, history, and culture.
   a)  Describe contributions of different cultures to the development of American literature.
   b)  Compare and contrast the development of American literature in its historical context.
   c)  Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
   d)  Analyze the social or cultural function of American literature.
   e)  Analyze how context and language structures convey an author's intent and viewpoint.
   f)  Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
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   h)  Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
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   k)  Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | • analyze the representation of a subject or a key scene in two different media.<br><br>• describe how the use of context and language structures conveys an author's intent and viewpoint.<br><br>• analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).<br><br>• demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.<br><br>• analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).<br><br>• use poetic elements to explain, analyze, and evaluate poetry.<br><br>• compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. |

**11.4**      **The student will read, comprehend, and analyze relationships among American literature, history, and culture.**
- a) **Describe contributions of different cultures to the development of American literature.**
- b) **Compare and contrast the development of American literature in its historical context.**
- c) **Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
- d) **Analyze the social or cultural function of American literature.**
- e) **Analyze how context and language structures convey an author's intent and viewpoint.**
- f) **Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.**
- g) **Explain how imagery and figures of speech appeal to the reader's senses and experience.**
- h) **Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.**
- i) **Read and analyze a variety of American dramatic selections.**
- j) **Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.**
- k) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | <ul><li>compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning.</li><li>identify and discuss the elements and techniques that poets use to achieve a desired result, such as:<ul><li>imagery;</li><li>precise word choice;</li><li>sound devices;</li><li>metrical patterns; and</li><li>metaphorical/figurative language.</li></ul></li><li>describe the language choices and devices that authors use, such as:<ul><li>rhetorical question;</li><li>sarcasm;</li><li>satire;</li><li>parallelism;</li><li>connotation/denotation;</li><li>pun;</li><li>irony;</li></ul></li></ul> |

**11.4**      **The student will read, comprehend, and analyze relationships among American literature, history, and culture.**
  a) **Describe contributions of different cultures to the development of American literature.**
  b) **Compare and contrast the development of American literature in its historical context.**
  c) **Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
  d) **Analyze the social or cultural function of American literature.**
  e) **Analyze how context and language structures convey an author's intent and viewpoint.**
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  g) **Explain how imagery and figures of speech appeal to the reader's senses and experience.**
  h) **Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.**
  i) **Read and analyze a variety of American dramatic selections.**
  j) **Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.**
  k) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | °   tone; <br> °   dialect; <br> °   diction; and <br> °   figurative language. <br><br> • identify and describe dramatic conventions. <br><br> • compare and evaluate adaptations and interpretations of a script for stage, film, television or other media. |

11.5      **The student will read and analyze a variety of nonfiction texts.**
  a) **Use information from texts to clarify understanding of concepts.**
  b) **Read and follow directions to complete an application for college admission, for a scholarship, or for employment.**
  c) **Generalize ideas from selections to make predictions about other texts.**
  d) **Draw conclusions and make inferences on explicit and implied information using textual support.**
  e) **Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**
  f) **Identify false premises in persuasive writing.**
  g) **Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.**
  h) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. <br><br> • Students should recognize persuasive techniques such as: <br> ° ad hominem – means "to the man" does not argue the issue, instead it argues the person; <br> ° red herring – is a deliberate attempt to divert attention; <br> ° straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and <br> ° begging the question – assumes the conclusion is true without proving it; circular argument. <br><br> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking | **All students should** <br><br> • understand how to analyze informational material. <br><br> • understand reading strategies and use those strategies to analyze text. | **To be successful with this standard, students are expected to** <br><br> • analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. <br><br> • know the purpose of the text they are to read and their own purpose in reading it. <br><br> • use format (page design and layout), text structures, and features to aid in understanding of text. <br><br> • understand how an organizational pattern enhances the meaning of a text. <br><br> • distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts <br><br> • analyze information from a text to make inferences and draw conclusions. <br><br> • analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <br><br> • compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. <br><br> • provide an objective summary of the text. |

**11.5**    **The student will read and analyze a variety of nonfiction texts.**
a) **Use information from texts to clarify understanding of concepts.**
b) **Read and follow directions to complete an application for college admission, for a scholarship, or for employment.**
c) **Generalize ideas from selections to make predictions about other texts.**
d) **Draw conclusions and make inferences on explicit and implied information using textual support.**
e) **Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**
f) **Identify false premises in persuasive writing.**
g) **Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.**
h) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| aloud, etc. | | <ul><li>analyze how a variety of logical arguments could reach conflicting conclusions.</li><li>evaluate the relevance and quality of evidence used to support a claim.</li><li>analyze and identify false premises that intentionally manipulate audiences.</li><li>determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.</li><li>before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.</li></ul> |

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasion.  They will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims. Students will use their knowledge of genres, formats, purposes, audiences, and situations to produce clear and effective products that reflect use of all stages of a writing process.

**11.6    The student will write in a variety of forms, with an emphasis on persuasion.**
  a) **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
  b) **Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.**
  c) **Organize ideas in a sustained and logical manner.**
  d) **Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.**
  e) **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
  f) **Revise writing for clarity of content, accuracy and depth of information.**
  g) **Use computer technology to plan, draft, revise, edit, and publish writing.**
  h) **Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will use a process for writing to communicate clearly and persuasively. <br><br> • Students will support a position by selecting valid information and amplifying their text logically. <br><br> • Students will understand that active constructions are preferred. <br><br> • Students will avoid false premises in writing including, but not limited to, those listed as persuasive techniques under SOL 11.5. <br><br> • Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. <br><br> • Students should have practice writing for shorter time frames as well as extended time frames. | **All students should** <br><br> • understand that writing is a process. <br><br> • locate and select appropriate information that clearly supports a definite purpose and position. <br><br> • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. <br><br> • understand revision strategies. | **To be successful with this standard, students are expected to** <br><br> • apply a variety of planning strategies to generate and organize ideas. <br><br> • present a thesis that focuses on the problem or argument to be solved. <br><br> • anticipate and address the counterevidence, counterclaims, and counterarguments. <br><br> • use effective rhetorical appeals, to establish credibility and persuade intended audience. <br><br> • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. <br><br> • understand a variety of organizational patterns. <br><br> • use appropriate and varied transitions to link sentences and paragraphs. <br><br> • elaborate ideas clearly and accurately. <br><br> • show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims. <br><br> • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. <br><br> • organize the reasons and evidence logically. <br><br> • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. |

**11.6**     **The student will write in a variety of forms, with an emphasis on persuasion.**
- a) **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
- b) **Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.**
- c) **Organize ideas in a sustained and logical manner.**
- d) **Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.**
- e) **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
- f) **Revise writing for clarity of content, accuracy and depth of information.**
- g) **Use computer technology to plan, draft, revise, edit, and publish writing.**
- h) **Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | • select an appropriate audience by analyzing assumptions, values, and background knowledge. <br><br> • develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. <br><br> • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation. |

11.7    **The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
   a) **Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.**
   b) **Use verbals and verbal phrases to achieve sentence conciseness and variety.**
   c) **Distinguish between active and passive voice.**
   d) **Differentiate between in-text citations and works cited on the bibliography page.**
   e) **Adjust sentence and paragraph structures for a variety of purposes and audiences.**
   f) **Proofread and edit writing for intended audience and purpose.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will use a style manual, such as MLA or APA, in producing research projects.<br><br>• Students will understand and apply rules for the use of verbals and verbal phrases.<br><br>• Students will understand active voice is preferable to passive voice. | **All students should**<br><br>• understand and apply the rules of the MLA, APA, or other style manual in producing research projects.<br><br>• understand verbals and verbal phrases and use them appropriately in writing.<br><br>• use grammatical conventions to vary syntax and paragraph structures for a variety of purposes and audiences. | **To be successful with this standard, students are expected to**<br><br>• apply MLA or APA style for punctuation conventions and formatting direct quotations.<br><br>• use correctly the following verbal phrases in writing:<br>  ° gerund phrase;<br>  ° infinitive phrase;<br>  ° participial phrase; and<br>  ° absolute phrase.<br><br>• place main subjects of sentences in front of strong, active verbs and avoid forms of the verb "to be". [The baseball was thrown by the pitcher (passive construction); better:  The pitcher threw the baseball (active construction).]<br><br>• use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper.<br><br>• use clauses and phrases for sentence variety.<br><br>• revise and edit writing for appropriate style and language in informal and formal contexts. |

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.
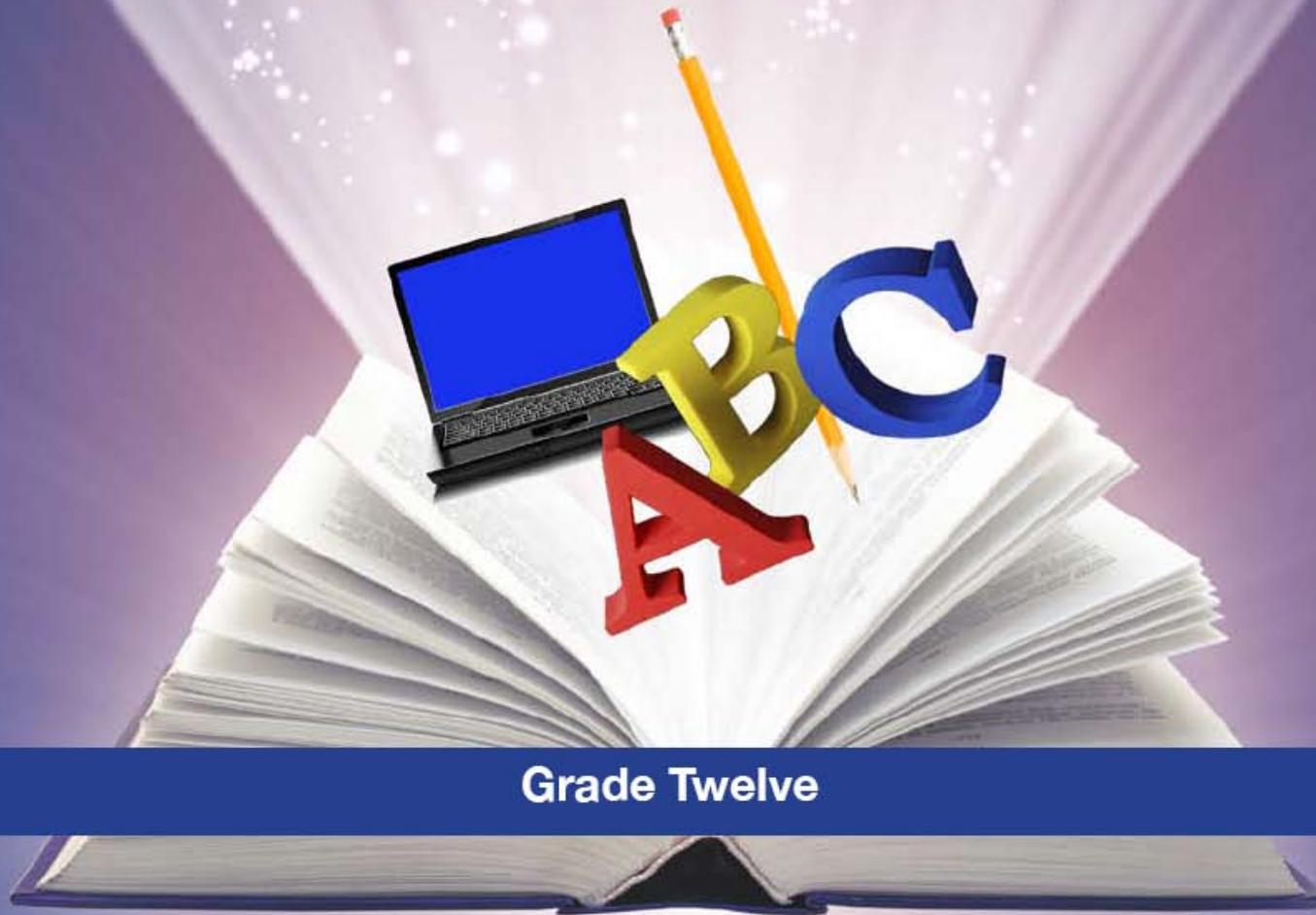
11.8      **The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.**

     a) **Use technology as a tool to research, organize, evaluate, and communicate information.**

     b) **Narrow a topic and develop a plan for research.**

     c) **Collect information to support a thesis.**

     d) **Critically evaluate quality, accuracy, and validity of information.**

     e) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**

     f) **Synthesize and present information in a logical sequence.**

     g) **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**

     h) **Revise writing for clarity of content, accuracy, and depth of information.**

     i) **Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.**

     j) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will compose a documented research product that is based on valid resources and procedures.<br><br>• Students will collect, organize, and evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable.<br><br>• Students will recognize consequences of plagiarism according to the guidelines established by school divisions. | **All students should**<br><br>• understand how to evaluate sources of information to determine reliability.<br><br>• understand how to develop a plan and collect information.<br><br>• understand how to use technology to access, organize, and develop writing.<br><br>• understand plagiarism has meaningful consequences. | **To be successful with this standard, students are expected to**<br><br>• utilize technology to conduct research, organize information, and develop writing.<br><br>• identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine.<br><br>• develop a plan to locate and collect relevant information about the chosen topic.<br><br>• identify a variety of primary and secondary sources of information.<br><br>• generate notes while following a logical note-taking system.<br><br>• preview resource materials to aid in selection of a suitable topic.<br><br>• identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.<br><br>• synthesize information in a logical sequence. |

**11.8**      **The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.**

     a) **Use technology as a tool to research, organize, evaluate, and communicate information.**
     b) **Narrow a topic and develop a plan for research.**
     c) **Collect information to support a thesis.**
     d) **Critically evaluate quality, accuracy, and validity of information.**
     e) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
     f) **Synthesize and present information in a logical sequence.**
     g) **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
     h) **Revise writing for clarity of content, accuracy, and depth of information.**
     i) **Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.**
     j) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | • document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. <br><br> • incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. <br><br> • revise writing for effect, clarity, accuracy, and depth of information. <br><br> • follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization. <br><br> • avoid plagiarism by: <br> ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own; <br> ° recognizing that one must correctly cite sources to give credit to the author of an original work; <br> ° recognizing that sources of information must be cited even when the information has been paraphrased; and <br> ° using quotation marks when someone else's exact words are quoted. |

# English Standards of Learning

## CURRICULUM FRAMEWORK 2010

**Grade Twelve**

At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation. Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.

**12.1**     **The student will make a formal oral presentation in a group or individually.**
- a) **Choose the purpose of the presentation.**
- b) **Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.**
- c) **Use details, illustrations, statistics, comparisons, and analogies to support the presentation.**
- d) **Use media, visual literacy, and technology skills to create and support the presentation.**
- e) **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**
- f) **Collaborate and report on small group learning activities.**
- g) **Evaluate formal presentations including personal, digital, visual, textual, and technological.**
- h) **Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.**
- i) **Critique effectiveness of presentations.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will develop skills in preparing and delivering formal oral presentations. To this end, they will develop skills in identifying a purpose, researching topics, developing content, and delivering presentations. | **All students should** <br><br> • recognize that the major purposes of speeches include exposition, persuasion, inspiration, entertainment, or recognition of special occasions (e.g., acceptance, welcome, or thank-you speeches). <br><br> • understand that semantics involves words and word order specifically chosen for the meaning intended. <br><br> • recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. | **To be successful with this standard, students are expected to** <br><br> • make a 5-10 minute oral presentation alone and/or as part of a group. <br><br> • organize and develop a speech, using steps in the process such as: <br>   ° selection of a topic related to audience and situation; <br>   ° determination of purpose; <br>   ° research; <br>   ° development of an outline, including introduction, body, and conclusion; <br>   ° practice; and <br>   ° presentation. <br><br> • choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience. <br><br> • develop content through inclusion of: <br>   ° a combination of facts and/or statistics; <br>   ° examples; <br>   ° illustrations; <br>   ° anecdotes and narratives; <br>   ° reference to experts; <br>   ° quotations; <br>   ° analogies and comparisons; and <br>   ° logical argumentation of their reasoning. <br><br> • use effective delivery created through a combination of: <br>   ° clear purpose; |

**12.1**     **The student will make a formal oral presentation in a group or individually.**
   a) **Choose the purpose of the presentation.**
   b) **Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.**
   c) **Use details, illustrations, statistics, comparisons, and analogies to support the presentation.**
   d) **Use media, visual literacy, and technology skills to create and support the presentation.**
   e) **Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**
   f) **Collaborate and report on small group learning activities.**
   g) **Evaluate formal presentations including personal, digital, visual, textual, and technological.**
   h) **Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.**
   i) **Critique effectiveness of presentations.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | ° organization and development of content; <br> ° semantics; <br> ° rhetoric; <br> ° visual aids; <br> ° voice modulation and strength; <br> ° gestures, stance, and eye contact; and <br> ° sufficient practice of delivery. <br><br> • use appropriate and effective visual aids and/or technology to support presentations. <br><br> • use grammatically correct language and appropriate vocabulary. <br><br> • work together to establish group goals, define individual roles, and report on learning activities. <br><br> • evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. <br><br> • monitor audience feedback, engagement, and understanding, to adjust delivery and content. <br><br> • analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds. |

12.2        The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
  a)  Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
  b)  Determine the author's purpose and intended effect on the audience for media messages.

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will continue to develop media literacy by examining how media messages influence people's beliefs and behaviors. | **All students should** <br><br> • recognize that media messages express points of view and contain values to influence the beliefs and behaviors of the intended audience. <br><br> • understand the difference between **objectivity,** or fact, and **subjectivity,** or bias, in media messages. <br><br> • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. | **To be successful with this standard, students are expected to** <br><br> • organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. <br><br> • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). <br><br> • determine author's purpose and distinguish factual content from opinion and possible bias. <br><br> • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to push to action, to appeal to ethics or beliefs, etc.). <br><br> • identify fact and opinion in media messages and how those elements relate to purpose and audience. |

At the twelfth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.  They will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied. In addition, students will read nonfiction and technical texts and continue to develop their own reading-process skills. Students will apply these reading skills in other content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

12.3        **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
   a)   **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
   b)   **Use context, structure, and connotations to determine meanings of words and phrases.**
   c)   **Discriminate between connotative and denotative meanings and interpret the connotation.**
   d)   **Identify the meaning of common idioms, literary and classical allusions in text.**
   e)   **Expand general and specialized vocabulary through speaking, reading, and writing.**
   f)   **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| **The intent of this standard is that students will increase their independence as learners of vocabulary.** <br><br> • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. <br><br> • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). <br><br> • Students will evaluate the use of figurative language and analogies in text. <br><br> • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. <br><br> • **Connotation** is subjective, cultural, and emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. | **All students should** <br><br> • use word structure to analyze and relate words. <br><br> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. <br><br> • recognize how figurative language enriches text. | **To be successful with this standard, students are expected to** <br><br> • use roots or affixes to determine or clarify the meaning of words. <br><br> • demonstrate an understanding of idioms. <br><br> • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. <br><br> • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. <br><br> • analyze connotations of words with similar denotations. <br><br> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <br><br> • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). <br><br> • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <br><br> • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. |

**12.3**   **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
   a)   **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
   b)   **Use context, structure, and connotations to determine meanings of words and phrases.**
   c)   **Discriminate between connotative and denotative meanings and interpret the connotation.**
   d)   **Identify the meaning of common idioms, literary and classical allusions in text.**
   e)   **Expand general and specialized vocabulary through speaking, reading, and writing.**
   f)   **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone.<br><br>• **Denotation** is a dictionary definition of a word.<br><br>• **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).<br><br>• An **allusion** is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible . | | |

**12.4**     **The student will read, comprehend, and analyze the development of British literature and literature of other cultures.**
a) **Compare and contrast the development of British literature in its historical context.**
b) **Recognize major literary forms and their elements.**
c) **Recognize the characteristics of major chronological eras.**
d) **Relate literary works and authors to major themes and issues of their eras.**
e) **Analyze the social and cultural function of British literature.**
f) **Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.**
g) **Compare and contrast traditional and contemporary poems from many cultures.**
h) **Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.**
i) **Compare and contrast dramatic elements of plays from American, British, and other cultures.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will understand how British literature has influenced and has been influenced by the literature of other cultures. <br><br> • Students will trace and examine the development of British literature and the literature of other cultures by recognizing characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. <br><br> • Students will understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author's effectiveness in integrating component parts to create a whole. <br><br> • A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. <br><br> • **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that | **All students should** <br><br> • recognize literary forms employed in major literary eras. <br><br> • recognize the literary characteristics of the major chronological eras. <br><br> • understand how a writer's choice of words reveals the content of a poem and the speaker's attitude regarding the content of the poem. <br><br> • understand how the subject and mood of the poem are supported or reinforced through the use of sound structures. <br><br> • understand a reader's response to poetry is manipulated by imagery and figures of speech. <br><br> • understand traditional and contemporary dramatic works | **To be successful with this standard, students are expected to** <br><br> • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. <br><br> • analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <br><br> • analyze the representation of a subject or a key scene in two different media. <br><br> • identify the literary characteristics of specific eras, such as: <br>  ◦ Anglo-Saxon/Medieval period; <br>  ◦ Tudor/Renaissance period; <br>  ◦ Neoclassical period; <br>  ◦ Restoration Age; <br>  ◦ Romantic and Victorian periods; and <br>  ◦ Modern and Postmodern periods. <br><br> • recognize major themes and issues related to: <br>  ◦ religious diversity; <br>  ◦ political struggles; <br>  ◦ ethnic and cultural mores and traditions; and <br>  ◦ individual rights, gender equity, and civil rights. |

**12.4**     **The student will read, comprehend, and analyze the development of British literature and literature of other cultures.**
   a)  **Compare and contrast the development of British literature in its historical context.**
   b)  **Recognize major literary forms and their elements.**
   c)  **Recognize the characteristics of major chronological eras.**
   d)  **Relate literary works and authors to major themes and issues of their eras.**
   e)  **Analyze the social and cultural function of British literature.**
   f)  **Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.**
   g)  **Compare and contrast traditional and contemporary poems from many cultures.**
   h)  **Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.**
   i)  **Compare and contrast dramatic elements of plays from American, British, and other cultures.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.<br><br>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. | of authors from a variety of cultures.<br><br>• identify and understand the most effective elements of a selected play. | • distinguish between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement.<br><br>• analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc.<br><br>• explain how the choice of words in a poem creates tone.<br><br>• explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice).<br><br>• compare and contrast traditional and contemporary poetry and drama from many cultures.<br><br>• explain how a dramatist uses dialogue to reveal the theme of a drama.<br><br>• compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures. |

12.5    **The student will read and analyze a variety of nonfiction texts.**
   a) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**
   b) **Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.**
   c) **Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**
   d) **Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.**
   e) **Identify false premises in persuasive writing.**
   f) **Draw conclusions and make inferences on explicit and implied information using textual support.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will develop skill in analyzing, evaluating, and applying the format (structure) and content of a variety of informational and technical texts. Such informational and technical texts include statements of fact and essential information needed for making consumer choices and other important decisions.<br><br>• Students should recognize persuasive techniques, such as:<br>  ° ad hominem – means "to the man" does not argue the issue, instead it argues the person;<br>  ° red herring – is a deliberate attempt to divert attention;<br>  ° straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and<br>  ° begging the question – assumes the conclusion is true without proving it; circular argument.<br><br>• Analyze and identify false premises in arguments and evaluate their role in the argument. | **All students should**<br><br>• understand formats common to information resources. | **To be successful with this standard, students are expected to**<br><br>• before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.<br><br>• analyze printed and Web-based informational and technical texts.<br><br>• examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content.<br><br>• recognize and apply specialized vocabulary.<br><br>• analyze how two or more texts develop and treat the same idea.<br><br>• determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,<br><br>• make frequent references to texts in order to verify conclusions and support logical inferences. |

**12.5**      **The student will read and analyze a variety of nonfiction texts.**

     a) **Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**

     b) **Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.**

     c) **Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**

     d) **Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.**

     e) **Identify false premises in persuasive writing.**

     f) **Draw conclusions and make inferences on explicit and implied information using textual support.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer, Relationship), thinking aloud, etc. | | |

At the twelfth-grade level, students will produce expository, informational, analytic, and persuasive/argumentative papers that are logically organized and contain clear and accurate ideas.  Students will clarify and defend a position using precise and relevant evidence.  In addition, students will revise writing for clarity of content and depth of information.

**12.6**      **The student will develop expository and informational, analyses, and persuasive/argumentative writings.**

- a) **Generate, gather, and organize ideas for writing to address a specific audience and purpose.**
- b) **Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.**
- c) **Clarify and defend a position with precise and relevant evidence.**
- d) **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
- e) **Use a variety of rhetorical strategies to accomplish a specific purpose.**
- f) **Create arguments free of errors in logic and externally supported.**
- g) **Revise writing for clarity of content, depth of information and technique of presentation.**
- h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • The intent of this standard is that students will develop skill in creating expository, technical, and persuasive/argumentative writings.<br><br>• Persuasive techniques are defined under SOL 12.5.<br><br>• Students should have practice writing for shorter time frames as well as extended time frames. | **All students should**<br><br>• understand that writing is a process.<br><br>• locate and select appropriate information that clearly supports a definite purpose and position.<br><br>• understand that format (structure) determines the sequence of a writing.<br><br>• understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. | **To be successful with this standard, students are expected to**<br><br>• develop expository writings that:<br>  ° explain their ideas through a clear general statement of the writer's point (thesis);<br>  ° use specific evidence and illustrations; and<br>  ° provide concise and accurate information.<br><br>• develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose.<br><br>• complete employment forms through simulations and real-life opportunities.<br><br>• complete applications, essays, and résumés for college admission through simulations and real-life opportunities **.**<br><br>• develop analytical essays that do one or more of the following:<br>  ° examine a process;<br>  ° make a comparison;<br>  ° propose solutions;<br>  ° classify;<br>  ° define;<br>  ° show cause and effect;<br>  ° illustrate problems; and<br>  ° evaluate.<br>• construct arguments that:<br>  ° introduce precise, substantive claims; |

**12.6**    **The student will develop expository and informational, analyses, and persuasive/argumentative writings.**
   a) **Generate, gather, and organize ideas for writing to address a specific audience and purpose.**
   b) **Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.**
   c) **Clarify and defend a position with precise and relevant evidence.**
   d) **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
   e) **Use a variety of rhetorical strategies to accomplish a specific purpose.**
   f) **Create arguments free of errors in logic and externally supported.**
   g) **Revise writing for clarity of content, depth of information and technique of presentation.**
   h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | ° establish the significance of the claims; <br> ° distinguish them from opposing claims; and <br> ° sequence information logically (e.g., problem-solution, cause and effect). <br><br> • use a range of strategies to elaborate and persuade, such as: <br> ° descriptions; <br> ° anecdotes,; <br> ° case studies, <br> ° analogies; and <br> ° illustrations. <br><br> • develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both. <br><br> • provide a clear and effective conclusion. <br><br> • develop a thesis that demonstrates clear and knowledgeable judgments. <br><br> • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning. <br><br> • strategically focus paragraphs by using a variety of techniques. <br><br> • use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). <br><br> • use words, phrases, and clauses to link the major sections of the text. |

**12.6**      **The student will develop expository and informational, analyses, and persuasive/argumentative writings.**
   a)   **Generate, gather, and organize ideas for writing to address a specific audience and purpose.**
   b)   **Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.**
   c)   **Clarify and defend a position with precise and relevant evidence.**
   d)   **Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
   e)   **Use a variety of rhetorical strategies to accomplish a specific purpose.**
   f)   **Create arguments free of errors in logic and externally supported.**
   g)   **Revise writing for clarity of content, depth of information and technique of presentation.**
   h)   **Use computer technology to plan, draft, revise, edit, and publish writing.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | • create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| | | • elaborate for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations. |
| | | • develop ideas in a logical sequence. |
| | | • establish and maintain a style and tone. |
| | | • apply persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc., when appropriate. |
| | | • recognize and avoid common logical fallacies or false premises. |
| | | • revise writing to provide depth of information and to adhere to presentation format. |
| | | • use computer technology as available to edit writing before submitting the final copy. |

**12.7**       **The student will write, revise, and edit writing.**

       a) **Edit, proofread, and prepare writing for intended audience and purpose.**

       b) **Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.**

       c) **Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will understand and apply mechanics, usage, and grammar conventions to prepare writing for intended audiences.<br><br>• Students will understand that usage is a matter of convention, can change over time, and is sometimes contested.<br><br>• Students will use a style manual, such as MLA or APA, to apply punctuation rules and the formatting of quotations in documented papers. | **All students should**<br><br>• use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences.<br><br>• observe hyphenation rules.<br><br>• understand the difference between revising and editing. | **To be successful with this standard, students are expected to**<br><br>• assess and strengthen the quality of writing through revision.<br><br>• use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed.<br><br>• edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.<br><br>• apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers. |

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA. Students will critically evaluate the accuracy, quality, and validity of all information and follow ethical and legal guidelines for using and gathering information.

12.8    **The student will write documented research papers.**
a)  **Use technology as a tool to research, organize, evaluate, and communicate information.**
b)  **Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.**
c)  **Critically evaluate the accuracy, quality, and validity of the information.**
d)  **Synthesize information to support the thesis and present information in a logical manner.**
e)  **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
f)  **Revise writing for clarity, depth of information, and technique of presentation.**
g)  **Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.**
h)  **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| • Students will research topics and develop documented papers that support a thesis. A documented paper is the result of following a process leading to discovery of information that is then synthesized to support a focus on a particular topic through content, style, structure, and presentation. <br><br> • Students will recognize consequences of plagiarism according to the guidelines established by school divisions or post-secondary schools. | **All students should** <br><br> • understand how to gather information and analyze it to organize and begin the writing process. <br><br> • understand the ethical issues and responsibility of documentation in research writings. | **To be successful with this standard, students are expected to** <br><br> • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. <br><br> • utilize technology to conduct research, organize information, and develop writing. <br><br> • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources. <br><br> • evaluate collected information from print and electronic sources by: <br> ° determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and <br> ° formulating a reason/focus to represent findings. <br><br> • record and organize information into a draft by: <br> ° prioritizing and synthesizing information; <br> ° summarizing and/or paraphrasing information; and <br> ° selecting direct quotations. <br><br> • cite print or electronic sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style. <br><br> • edit writing for correct use of language, capitalization, punctuation, and |

12.8     **The student will write documented research papers.**
   a) **Use technology as a tool to research, organize, evaluate, and communicate information.**
   b) **Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.**
   c) **Critically evaluate the accuracy, quality, and validity of the information.**
   d) **Synthesize information to support the thesis and present information in a logical manner.**
   e) **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
   f) **Revise writing for clarity, depth of information, and technique of presentation.**
   g) **Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.**
   h) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

| UNDERSTANDING THE STANDARD (Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES |
|---|---|---|
| | | spelling. <br><br> • demonstrate a sophisticated understanding of the ethics of writing by: <br> ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own; <br> ° recognizing that one must correctly cite sources to give credit to the author of an original work; <br> ° recognizing that sources of information must be cited even when the information has been paraphrased; and <br> ° using quotation marks when someone else's exact words are quoted. |