Tennessee English Language Arts Standards
2009-2010 Implementation

English I

Standard 1- Language

Course Level Expectations

CLE 3001.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

CLE 3001.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.

CLE 3001.1.3 Understand and use correctly a variety of sentence structures.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3001.1.1** Demonstrate a mastery of the definitions, usage, and functions of the eight parts of speech.
- ✓ **3001.1.2** Apply a variety of strategies to correct sentence fragments and run-on sentences.
- ✓ **3001.1.3** Know and apply a variety of sentence-combining techniques.
- ✓ **3001.1.4** Identify basic sentence patterns (e.g., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
- ✓ **3001.1.5** Know and use correctly Standard English conventions for punctuation, capitalization, and spelling.
- ✓ **3001.1.6** Use print and electronic reference sources as aids in understanding all aspects of words (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
- ✓ **3001.1.7** Use previously learned strategies to determine and clarify word meanings (e.g., roots, affixes, textual context).
- ✓ **3001.1.8** Recognize and use the appropriate word in frequently confused pairs (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle,

stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

- ✓ **3001.1.9** Demonstrate understanding of common foreign words and phrases (e.g., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam*).

State Performance Indicators

SPI 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

SPI 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).

SPI 3001.1.3 Use a variety of techniques to correct sentence fragments.

SPI 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.

SPI 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

SPI 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

SPI 3001.1.7 Recognize correct subject-verb agreement with intervening elements.

SPI 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).

SPI 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

SPI 3001.1.10 Recognize the correct placement of end marks with quotation marks.

SPI 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.

SPI 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

SPI 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

SPI 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

SPI 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

SPI 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo*, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam*).

Standard 2: Communication

Course Level Expectations

Listening

CLE 3001.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

CLE 3001.2.2 Summarize, paraphrase, and critique information presented orally by others.

CLE 3001.2.3 Identify the thesis and main points of a challenging speech.

CLE 3001.2.4 Analyze the style and structure of a challenging speech.

Speaking

CLE 3001.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

CLE 3001.2.6 Deliver effective oral presentations.

CLE 3001.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **3001.2.1** Follow multi-tasked or multi-dimensional instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems.
- ✓ **3001.2.2** Identify the thesis of a challenging speech in which the ideas may be subtle or implied, regardless of whether the organizational pattern is linear.
- ✓ **3001.2.3** Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence.
- ✓ **3001.2.4** Paraphrase accurately multiple, challenging ideas and information presented orally by others.
- ✓ **3001.2.5** Critique ideas and information presented orally by others.

- ✓ **3001.2.6** Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility, and point of view.

- ✓ **3001.2.7** Listen actively in group discussions by posing relevant questions and by eliminating barriers to communication.

Speaking

- ✓ **3001.2.8** Include facts, reasons, details, and examples to support increasingly complex points.

- ✓ **3001.2.9** Organize oral presentations to emphasize the purpose of the presentation, citing first the simple examples or arguments and then the more abstract ones.

- ✓ **3001.2.10** Utilize an organizational structure that enhances the appeal to the audience and is appropriate for the purpose (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

- ✓ **3001.2.11** Arrange ideas logically and maintain a consistent focus.

- ✓ **3001.2.12** Signal clear connections among ideas through the consistent and effective use of a variety of transitions.

- ✓ **3001.2.13** Provide a coherent and effective conclusion that reinforces the focus of the presentation.

- ✓ **3001.2.14** Use effective rhetorical devices such as rhetorical questions, parallelism and repetition, analogies, and hyperbole.

- ✓ **3001.2.15** Employ effective presentation skills, including good eye contact, careful enunciation, appropriate rate and volume, and relaxed body language.

- ✓ **3001.2.16** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

- Paraphrase all points of essential information in others' input, emphasizing points of agreement and points of disagreement.
- Contribute relevant and appropriate information and ideas that move the team towards its goal.
- Ask relevant, focused questions.
- Gain the floor in orderly, respectful ways and listen with civility to the ideas of others.

Goals and Aims of the Group

- Understand the purpose for working as a team and working according to that purpose.
- Articulate the goals for the team work, based on general task assigned.
- Identify the needs of the team and share various resources to respond to those needs.

Group Dynamics and Roles

- Assign roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team. Identifying task(s) needed to meet goal and purpose, including purposefully identifying tasks that are best completed as a team vs. tasks best completed individually, and set deadlines for completing each task.
- Establish clear group agreements and ensure appropriate individual contributions are respected by the team.
- Set the ground rules for decision making, either by reaching consensus, following the majority, or some other method.

State Performance Indicators

SPI 3001.2.1 Identify the thesis and main points of a challenging speech.

SPI 3001.2.2 Distinguish between a summary and a paraphrase.

SPI 3001.2.3 Distinguish between a critique and a summary.

SPI 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

SPI 3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

SPI 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

Standard 3-Writing

Course Level Expectations

CLE 3001.3.1 Write in a variety of modes for a variety of audiences and purposes.

CLE 3001.3.2 Employ a variety of prewriting strategies.

CLE 3001.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.

CLE 3001.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3001.3.1** Write in a variety of modes (e.g., summary, explanation, description, persuasion, informational, literary analysis, creative expression).

- ✓ **3001.3.2** Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the following strategies:
    - Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.
    - Effectively vary strategies (e.g., provide facts, describe the subject) to achieve complex purposes.
    - Select a medium or format, arrange supporting ideas, and craft diction and tone that anticipate the audience's needs.
    - Anticipate problems, mistakes, and misunderstandings that might arise for the audience.
    - Translate technical language into non-technical English.
    - Provide ideas, examples, and comparisons to support the main points in the text.
    - Follow customary formats (e.g., use salutation, closing, and signature for business letters, and format for memos).
    - Use a variety of techniques to format the text.
    - Effectively employ formatting and other visual elements (e.g., headings, bulleted lists, effective use of white space on the page).
    - Use graphics and illustrative material effectively to support ideas in the text.

- ✓ **3001.3.3** Develop topics that address unfamiliar concepts removed from the student's personal experiences and require in-depth analysis.

- ✓ **3001.3.4** Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support and support the thesis.

- ✓ **3001.3.5** Develop ideas as appropriate to audience and respond to readers' potential questions and counterarguments.

- ✓ **3001.3.6** Include relevant, specific, and compelling details.

- ✓ **3001.3.7** Employ varied and appropriate organizational structures that support the topic.

- ✓ **3001.3.8** Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas.

- ✓ **3001.3.9** Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points.

- ✓ **3001.3.10** Use precise language, considering audience and purpose (e.g., technical writing, creative expression).

- ✓ **3001.3.11** Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, word play) for effect to meet the needs of audience and purpose.

- ✓ **3001.3.12** Use a variety of correct sentence structures for effect.

- ✓ **3001.3.13** When sources are used or referenced (e.g., in research, informational essays, literary essays), adhere to the following:
    - Acknowledge source material and create a reliable bibliography in a standard format.
    - Cite sources using a standard format (MLA, APA) with a high degree of accuracy.
    - Appropriately quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
    - Correctly incorporate ideas within text.
    - Embed quotations and graphics from other sources, when appropriate.

- ✓ **3001.3.14** Generate notes while collecting information, following a logical note-taking system.

- ✓ **3001.3.15** Create a detailed outline based on research, note-taking, or other method of generating content.

- ✓ **3001.3.16** Revise to craft a tone, mood, and style that convey the writer's attitude and are appropriate to audience.

- ✓ **3001.3.17** Drawing on reader's comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.

- ✓ **3001.3.18** Practice writing to a prompt within a specified time.

- ✓ **3001.3.19** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.

- ✓ **3001.3.20** Use both basic and specialized software to incorporate graphics into writing products.

State Performance Indicators

SPI 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

SPI 3001.3.2 Choose the most effective order of sentences in a paragraph.

SPI 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

SPI 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

SPI 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

SPI 3001.3.6 Select the thesis statement in a writing sample or passage.

SPI 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

SPI 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

SPI 3001.3.9 Identify a statement that reveals the writer's attitude.

SPI 3001.3.10 Identify the targeted audience for a selected passage.

SPI 3001.3.11 Determine the writer's purpose in a writing sample.

SPI 3001.3.12 Identify sentences with nonparallel construction.

SPI 3001.3.13 Select the proper format to convey a set of work-related information.

SPI 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.

SPI 3001.3.15 Identify the mode in which a writing sample is written.

Standard 4: Research

Course Level Expectations

CLE 3001.4.1 Define and narrow a problem or research topic.

CLE 3001.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

CLE 3001.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

CLE 3001.4.4 Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate.

CLE 3001.4.5 Use a standard format to arrange text, to cite sources correctly, and to document quotations, paraphrases, and other information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3001.4.1** Narrow an increasingly complex topic so that the research process is manageable and a clear research question is identified.
- ✓ **3001.4.2** Take and organize notes on information relevant to the topic and identify areas for research.
- ✓ **3001.4.3** Consider both implicit and explicit information relevant to the topic.
- ✓ **3001.4.4** Use relevant data to support the research topic.
- ✓ **3001.4.5** Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search by including resources that are written by authorities in the topic area and written for an informed audience in the field.
- ✓ **3001.4.6** Evaluate resources for their credibility, reliability, strengths, and limitations, using criteria appropriate to the discipline.
- ✓ **3001.4.7** Collect evidence in varied ways to answer the research question.
- ✓ **3001.4.8** Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate.
- ✓ **3001.4.9** Craft an introductory section in which a research topic is stated, point of view is stated or implied, terms are defined, and a research context is provided.

- ✓ **3001.4.10** Maintain coherence through the consistent use of transitions.

- ✓ **3001.4.11** Create an effective organizing structure based on increasingly complex research information, sometimes using multiple organizing structures within the essay.

- ✓ **3001.4.12** Craft a conclusion in which the research question and topic are reemphasized, the main findings are summarized, and conclusions are drawn.

- ✓ **3001.4.13** Acknowledge source material and create a bibliography, following a standard format and with a high degree of accuracy.

- ✓ **3001.4.14** Cite sources using a standard format (e.g., MLA, APA), with a high degree of accuracy.

- ✓ **3001.4.15** Appropriately quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

- ✓ **3001.4.16** To support a research topic, follow a standard format and use appropriate technology to embed text graphics, including a title, numbered pages, and a bibliography.

State Performance Indicators

SPI 3001.4.1 Select the research topic with the highest degree of focus.

SPI 3001.4.2 Differentiate between primary and secondary sources.

SPI 3001.4.3 Evaluate the reliability and credibility of sources for use in research.

SPI 3001.4.4 Evaluate the validity of Web pages as sources of information.

SPI 3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.

SPI 3001.4.6 Identify information that must be cited or attributed within a writing sample.

Standard 5: Logic

Course Level Expectations

CLE 3001.5.1 Use logic to make inferences and draw conclusions in a variety of challenging oral and written contexts.

CLE 3001.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.

CLE 3001.5.3 Evaluate an argument, considering false premises, logical fallacies, and the quality of evidence presented.

CLE 3001.5.4 Analyze the logical features of an argument.

CLE 3001.5.5 Analyze written and oral communication for persuasive devices.

CLE 3001.5.6 Analyze deductive and inductive arguments.

Checks for Understanding (Formative / Summative Assessment)

- ✓ **3001.5.1** Construct and complete challenging word analogies.
- ✓ **3001.5.2** Analyze text for stated or implied cause-effect relationships.
- ✓ **3001.5.2** Describe the structure of a multi-faceted argument with a stated main claim or conclusion and explicit or implicit premises.
- ✓ **3001.5.3** Identify the elements of deductive and inductive arguments.
- ✓ **3001.5.4** Identify the roles premises play in developing deductive and inductive arguments.
- ✓ **3001.5.5** Evaluate the relevance and quality of evidence given to support or oppose an argument.
- ✓ **3001.5.6** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.
- ✓ **3001.5.7** Distinguish between evidence which is directly stated and evidence which is implied.
- ✓ **3001.5.8** Identify false statements and explain how they are used in certain kinds of persuasive arguments.

- ✓ **3001.5.9** Explain why common logical fallacies (e.g., the appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy) do not prove the point being argued.

- ✓ **3001.5.10**. Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

- ✓ **3001.5.11** Identify and analyze similarities and differences in evidence, premises, and conclusions between two or more arguments on the same topic.

- ✓ **3001.5.12** Evaluate the function of verbal techniques such as ambiguity and paradox in constructing an argument.

State Performance Indicators

SPI 3001.5.1 Make inferences and draw conclusions based on evidence in text.

SPI 3001.5.2 Choose a logical word to complete an analogy.

SPI 3001.5.3 Evaluate text for fact and opinion.

SPI 3001.5.4 Analyze cause-effect relationships in text.

SPI 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

SPI 3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack{*ad hominem*}, false dilemma, false analogy) within a given argument.

SPI 3001.5.7 Differentiate between the stated and implied evidence of a given argument.

SPI 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

SPI 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

SPI 3001.5.10 Identify a false premise in text.

SPI 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

Standard 6- Informational Text

Course Level Expectations

CLE 3001.6.1 Comprehend and summarize the main ideas of informational and technical texts and determine the essential elements that elaborate them.

CLE 3001.6.2 Analyze the organizational structures of informational and technical texts.

CLE 3001.6.3 Read, interpret, and analyze graphics that support informational and technical texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **3001.6.1** Identify the main ideas in informational and technical texts.
- ✓ **3001.6.2** Identify and distinguish the essential and non-essential details that support the main idea of informational texts.
- ✓ **3001.6.3** Recognize clear, subtle, or implied relationships among ideas in informational and technical texts.
- ✓ **3001.6.4** Draw appropriate inferences and conclusions in informational and technical texts.
- ✓ **3001.6.5** Summarize in a concise and well-organized way the main ideas and supporting details in informational and technical texts.
- ✓ **3001.6.6** Summarize, paraphrase, and critique information in texts (informational, technical, and literary).
- ✓ **3001.6.7** Distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique.
- ✓ **3001.6.8** Synthesize information across multiple informational and technical texts and sources.
- ✓ **3001.6.9** Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
- ✓ **3001.6.10** Identify and analyze involved or unconventional organizational structures that may be found informational and technical texts.
- ✓ **3001.6.11** Evaluate informational and technical texts for clarity, coherence and appropriateness of graphics.

- ✓ **3001.6.12** Follow extended multi-tasked or multi-dimensional instructions in informational and technical texts to perform specific tasks, answer questions, or solve problems.

State Performance Indicators

SPI 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

SPI 3001.6.2 Use the graphics of informational and technical passages to answer questions.

SPI 3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

SPI 3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

SPI 3001.6.5 Synthesize information across two or more informational or technical texts.

Standard 7- Media

Course Level Expectations

CLE 3001.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.

CLE 3001.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.

CLE 3001.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.

CLE 3001.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3001.7.1** Recognize the effects of sound, visual images, and language on audience.
- ✓ **3001.7.2** Analyze and apply visual and verbal presentations of the same subject matter that agree or conflict in matters of culture, audience, and medium.
- ✓ **3001.7.3** Analyze and apply visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television and film; layout, pictures, and typeface in newspaper, magazines, and print advertisements; layout, navigation, links, and interactive features on Web sites).
- ✓ **3001.7.4** Present clearly identifiable messages using an appropriate medium and increasingly complex visual, audio, and graphic effects and interactive features.
- ✓ **3001.7.5** Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.
- ✓ **3001.7.6** Demonstrate awareness of the transactional nature of media by considering audience in preparing productions.
- ✓ **3001.7.7** Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages.

State Performance Indicators

SPI 3001.7.1 Draw an inference from a non-print medium.

SPI 3001.7.2 Select the type of conflict represented in a non-print medium.

SPI 3001.7.3 Choose a visual image that best reinforces a viewpoint.

SPI 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

SPI 3001.7.5 Match a focused message to an appropriate medium.

SPI 3001.7.6 Infer the mood represented in a non-print medium.

SPI 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Standard 8-Literature

Course Level Expectations

CLE 3001.8.1 Demonstrate knowledge of significant works of world literature.

CLE 3001.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

CLE 3001.8.3 Recognize the conventions of various literary genres and understand how they articulate the writer's vision.

CLE 3001.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

CLE 3001.8.5 Know and use appropriate literary terms to derive meaning and comprehension from various literary genres.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3001.8.1** Analyze the setting, plot, theme, characterization, and narration of classic and contemporary short stories and novels.

- ✓ **3001.8.2** Demonstrate understanding of non-linear plot progressions.

- ✓ **3001.8.3** Analyze how plot elements (e.g., exposition, rising action, climax, falling action, resolution/denouement) function and advance action.

- ✓ **3001.8.4** Analyze the role and function of characters (major/minor, protagonists and antagonists) and determine ways in which the author reveals those characters (e.g., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

- ✓ **3001.8.5** Analyze the moral dilemmas in works of literature, as revealed by characters' motivation and behavior.

- ✓ **3001.8.6** Identify ways that the plot shapes the character and presentation of moral dilemmas in texts.

- ✓ **3001.8.7** Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in texts.

- ✓ **3001.8.8** Analyze the narration and point of view in increasingly complex texts in which the narrator and point of view shift with multiple characters acting as narrators.

- ✓ **3001.8.9** Explain the impact of the author's choice of a particular point of view (e.g., first person, third person, third-person limited, third-person omniscient).

- ✓ **3001.8.10** Demonstrate understanding that form relates to meaning (e.g., compare a poem, an essay, and a novel on the same theme or topic).

- ✓ **3001.8.11** Recognize and identify the characteristics of lyric poetry, blank verse, free verse, epic, sonnet, dramatic poetry, and ballad.

- ✓ **3001.8.12** Identify, analyze, and evaluate the effect and use of metrics (especially iambic pentameter), rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration, and other conventions of verse in more challenging poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry).

- ✓ **3001.8.13** Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside).

- ✓ **3001.8.14** Identify, analyze, and evaluate the development of the theme(s) of a literary text.

- ✓ **3001.8.15** Identify, analyze, and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity.

- ✓ **3001.8.16** Analyze literary texts to identify the author's attitudes, viewpoints, and beliefs and to compare these to the larger historical context of the texts.

- ✓ **3001.8.17** Identify and analyze the use of literary elements such as allegory, paradox, satire, and foreshadowing.

- ✓ **3001.8.18** Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole, pun).

- ✓ **3001.8.19** Identify and analyze biblical, classical, cultural, historical, and literary allusions.

State Performance Indicators

SPI 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

SPI 3001.8.2 Differentiate among verbal, situational, and dramatic irony.

SPI 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

SPI 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

SPI 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

SPI 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

SPI 3001.8.7 Differentiate between mood and tone in poetry or prose.

SPI 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone.)

SPI 3001.8.9 Identify the common stated or implied theme in a series of passages.

SPI 3001.8.10 Demonstrate knowledge of sound and metric devices **(**i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).

SPI 3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

SPI 3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

SPI 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.

SPI 3001.8.14 Identify classical, historical, and literary allusions in context.

SPI 3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

SPI 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).