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Components:	Student Edition (SE) and Teacher Wraparound Edition (TWE)
Grade Level(s):	Grade 12
Intended Audience:	Students in English/Language Arts classes

**Standards Map - Basic Comprehensive Program
Grades Eleven and Twelve - English Language-Arts/English Language Development**

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			Meets Standard		FOR LEA USE ONLY Local Education Agency Evaluator Notes
			Introduced	Practiced	Taught to Mastery	Y	N	
DOMAIN		READING						
STRAND		1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.						
		Substrand: Vocabulary and Concept Development						
11 & 12	1.1	Trace the etymology of significant terms used in political science and history.	SE: 40, 640, 1095	SE: 104, 483, 595, 1187	GCH: 436 SE: 640, 856 TWE: 105			
11 & 12	1.2	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	GCH: 410-436	SE: 225, 595	GCH: 410-436 SE: 856			
11 & 12	1.3	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	SE: 17, 436 TWE: 436, R83-R84	SE: 79, 93, 425, 581, 1021, 1217	SE: 436 TWE: 436, R83-R84			

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STRAND		2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.						
Substrand: Structural Features of Informational Materials								
11 & 12	2.1	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	TWE: 679, 680, 682, 684	TWE: 744	SE: 1117 TWE: 679, 680, 682, 684, 1113-1117			
Substrand: Comprehension and Analysis of Grade-Level-Appropriate Text								
11 & 12	2.2	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	RSPW: 23-30, 63-64, 85-86 SE: 676, 736, R16, R89-93	SE: 22, 30, 482, 526, 544, 781, 1117 TWE: 169, 601, 687, 782	RSPW: 23-30, 63-64, 85-86 SE: 169, 475, 676, 558, 713, 736			
11 & 12	2.3	Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	SE: R69, R93	RSPW: 65-68	SE: R69			
11 & 12	2.4	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	SE: 412, 413, R93	RSPW: 29-30, 53-54	SE: 412, 556, 684,			

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11 & 12	2.5	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	SE: 22, 499, 657	SE: 103, 305, 543, 548, 585, 696, 824, 1007 TWE: 55	SE: 463, 684 TWE: 657, 811, 915			
		Substrand: Expository Critique						
11 & 12	2.6	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	SE: 1112 TWE: 679-684	TWE: 1116	SE: 1117 TWE: 679-684			
STRAND		3.0 LITERARY RESPONSE and ANALYSIS Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.						
		Substrand: Structural Features of Literature						
11 & 12	3.1	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	SE: 46, 108, 209, 244-245, 279, 413, 504, 708 TWE: 46, 108	SE: 8, 116-117, 256, 264, 499 TWE: 49, 61, 70, 85, 111, 212, 216	SE: 46, 83, 108, 224, 244-245, 282, 413, 504 TWE: 46, 108, 209, 503			

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		Substrand: Narrative Analysis of Grade-Level-Appropriate Text						
11 & 12	3.2	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	SE: 83, R16	RSPW: 29-30 TWE: 257, 293, 330, 336, 601, 980	SE: 83, 395, 741, 892			
11 & 12	3.3	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.	SE: 15, 16, 18, 86, 167, 188, 462, 1007, 1140	SE: 22, 83, 110, 292, 295, 449, 525, 795, 873	SE: 86, 167, 188, 395, 482, 769, 904, 1007, 1140			
11 & 12	3.4	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	SE: 18, 92, 244-245, 252, 263, 271, 458, 850, 883, 1161 TWE: 18-19	SE: 22, 295, 445, 474, 706, 790, 855 TWE: 181, 275, 320, 392, 420	SE: 92, 93, 188, 245, 263, 264, 393, 458, 697, 795, 850, 883, 904, 1161, 1249 TWE: 19			
11 & 12	3.5	Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.						

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11 & 12	3.6	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).	SE: 202 TWE: 202, 308	SE: 46, 258, 259, 264, 435, 827, 879 TWE: 46	SE: 547-548 TWE: 388			
11 & 12	3.7	Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.	SE: 80, 83, 84	SE: 260, 263 390, 393, 426, 434, 545, 547, 698, 700, 738, 741, 792, 794, 880, 883, 1105, 1109, 1200-1201	SE: 84, 264, 394, 435, 548, 701, 742, 795, 884, 1110, 1196,			
Substrand: Literary Criticism								
11 & 12	3.8	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)	SE: 305 TWE: 412	SE: 517, 525, 535, 1007	TWE: 412, 526, 575, 657, 1007			
	3.9	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	SE: 421	SE: 445, 463 TWE: 420	SE: 424, 482 TWE: 811, 915			

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DOMAIN		WRITING						
STRAND		1.0 WRITING STRATEGIES Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.						
		Substrand: Organization and Focus						
11 & 12	1.1	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	SE: R66-R67, R68, R76-R77 GCH: 442, 448-449, 466, 471	SE: 17, 676, 876 TWE: R97, R105	SE: 226, 297, 400, 567, 642, 752, 863, 900, 902, 1129, 1254, 1255			
11 & 12	1.2	Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.	SE: 86, 851, R67, R94-R106 TWE: R96, R97, R99, R102 GCH: 462	SE: 259, 565, 1175, 1223	SE: 86, 227			
11 & 12	1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	SE: 1000, R66, R67, R72	TWE: R96, R100, R103, R106	SE: 227, 398, 485, 567-569, 796-797, 863, 901, 1130, 1255			
11 & 12	1.4	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	SE: 86, 641, 851, 876, R63, R66-R67, R76-R77	SE: 526	SE: 228, 396-400, 484-487, 568, 569, 642-645, 752-756, 798, 1128-1132			
11 & 12	1.5	Use language in natural, fresh, and vivid ways to establish a specific tone.	SE: 475, R64, R67	TWE: 1128, 1129	SE: 475, 486, 798, 902, 1131			

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		Substrand: Research and Technology						
11 & 12	1.6	Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	SE: R63, R69	SE: 23, 399, 595, 627, 752, 1171 TWE: 752	SE: 1254-1257			
11 & 12	1.7	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	SE: R69-R72	SE: 23, 568, 571, 661, 1020, 1110, 1129 TWE: 202, 499, 555, 656, 945, 1093, 1120	SE: 863, 919, 1254, 1255, 1256			
11 & 12	1.8	Integrate databases, graphics, and spreadsheets into word-processed documents.	SE: 702-703, 1208-1209 TWE: 702, 703, 1208, 1209	SE: 703, 1209	SE: 487, 756			
		Substrand: Evaluation and Revision						
11 & 12	1.9	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	SE: 475, 851, R63-R64	TWE: 228, 486, 798, 902, 1129, 1131	SE: 228, 485, 486, 569, 755, 798, 902, 1129, 1131			

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STRAND		2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:						
11 & 12	2.1	Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	SE: 86, 641, R67 GCH: 460-465	SE: 17, 79, 93, 434, 640, 700, 741, 751, 967, 998, 1021, 1104, 1175, 1217, 1223, 1233	SE: 226-229, 566-570			

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11 & 12	2.2	Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	SE: 296-300	SE: 17, 79, 117, 189, 249, 389, 474, 544, 616, 668, 737, 828, 874, 1021, 1071, 1127, 1171, 1201, 1233	SE: 296-300, 796-799, 862-866, 900-903			
11 & 12	2.3	Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.	SE: 796-799, R87	SE: 31, 117, 208, 276, 355, 449, 463, 474, 483, 581, 585, 627, 828, 935, 953, 1059	SE: 796-799, 566-570			
11 & 12	2.4	Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.	SE: R68-R75, R93 TWE: R107-R108	TWE: 34, 45, 107, 332, 370, 910, 915, 948	SE: 1254-1257			

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11 & 12	2.5	Write job applications and resumé: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.	SE: 596-597 TWE: 596-597 GCH: 508-518	TWE: 566-570	SE: 566-570			
11 & 12	2.6	Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.	SE: R78-R79	SE: 93, 697, 859 TWE: 34, 697, 782	SE: 243, 571, 815, 867 TWE: 243, 571, 815, 867			

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DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.						
STRAND		1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS Students write and speak with a command of standard English conventions.						
11 & 12	1.1	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.	SE: 94, 265, 475, 617, 743, 830, 1111, R18-R42 GCH: 97-274, 370-388	TWE: 62, 194, 280, 326, 466, 540, 638, 672, 776, 826, 882, 952, 1018, 1056, 1192	SE: 228-229, 399-400, 569-570, 644-645, 798-799, 902-903, 1256-1257			
11 & 12	1.2	Produce legible work that shows accurate spelling and correct punctuation and capitalization.	SE: 242, 502, R50-R57, R59-R61 GCH: 296-359	TWE: 14, 122, 524, 1000, 1102, 1116	SE: 228-229, 399-400, 569-570, 644-645, 798-799, 902-903, 1256-1257			

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11 & 12	1.3	Reflect appropriate manuscript requirements in writing.	SE: R65, R75	SE: 389, 1147 TWE: 317, 378, 508, 554, 937, 1088, 1092, 1102, 1124, R100	SE: 300, 487, 570, 645, 756, 799, 903, 1132, 1257 TWE: 229, 400			
DOMAIN		LISTENING AND SPEAKING						
STRAND		1.0 LISTENING AND SPEAKING STRATEGIES Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.						
		Substrand: Comprehension						
11 & 12	1.1	Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).	VRA: 2-8, 13-20, 23-30	SE: 225, 276, 571, 1217 TWE: 272, 454, 685, 876, 1114, 1141	VRA: 2-8, 13-20, 23-30 SE: 685, 1141			
11 & 12	1.2	Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	VRA: 13-16, 25-30	SE: 1195 TWE: 454, 685, 744	VRA: 13-16, 25-30 SE: 1141 TWE: 1113, 1141			
11 & 12	1.3	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).	VRA: 3-10, 13-18, 19-20, 23-30	SE: 946, 685, 1056, 1115 TWE: 272	VRA: 3-10, 13-18, 19-20, 23-30			

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		Substrand: Organization and Delivery of Oral Communication						
11 & 12	1.4	Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.	SE: 17, 145, 276, 486-487 TWE: 486	SE: 79, 389, 581, 640, 975 TWE: 389, 581	SE: 41, 145, 640, 276, 486-487 TWE 41, 486, 640, 1116, 1129			
11 & 12	1.5	Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies	SE: R93	TWE: 681, 876	SE: R93			
11 & 12	1.6	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	SE: 191, 876 TWE: 191, 876	LSA: 13-14	SE: 191, 876 TWE: 191, 876			
11 & 12	1.7	Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	LSA: 1-2, 5-6, 9-10, 15-16 SE: 79 TWE: 79	SE: 93, 225, 401, 769, 815, 828, 847, 1007, 1033, 1253 TWE: 93, 225, 283 815	LSA: 1-2, 5-6, 9-10, 15-16 SE: 79 TWE: 79			
11 & 12	1.8	Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity	LSA: 4, 6, 10 TWE: R92	TWE: 41, 876	LSA: 4, 6, 10 TWE: R92			
11 & 12	1.9	Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	LSA: v., 1-2, 15-16 SE: 283, 876	SE: 79, 1237, TWE: 202, 644	LSA: 1-2, 15-16 SE: 283, 825, 847, 876			
11 & 12	1.10	Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.	VRA: 3, 6, 7-10, 13-14, 17-30, 31-36	LSA: 1-2, 5-6, 15-16	VRA: 3, 6, 7-10, 13-14, 17-30, 31-36 SE: 757, 815, 867			
		Substrand: Analysis and Evaluation of Oral and Media Communications						
11 & 12	1.11	Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.	LSA: 1-2	SE: 283 TWE: 283, 876, R4	LSA: 1-2, 5-6, 15-16			

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11 & 12	1.12	Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).	GCH: 476-477 SE: R93	VRA: 5 SE: 685 TWE: 685	GCH: 476-477 SE: R93			
11 & 12	1.13	Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.	TWE: R2	TWE: R12	TWE: R2			
11 & 12	1.14	Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").	VRA: 2-36	SE: 685, 703, 1141 TWE: 685, 1141	VRA: 2-36			
STRAND		2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:						
11 & 12	2.1	Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.	SE: 796-799 TWE: 796-799	SE: 6, 426, 443, 545 LSA: 17-18	SE: 259, 796-799 TWE: 796-799			

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11 & 12	2.2	<p>Deliver oral reports on historical investigations:</p> <p>a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information on all relevant perspectives and consider the validity and reliability of sources.</p>	SE: 1254-1257	SE: 41, 697, 1089 TWE: 34, 332, 370, 910	SE: 394, 503, 1254-1257			
11 & 12	2.3	<p>Deliver oral responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).</p> <p>b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	SE: 17 TWE: 17	SE: 23, 79, 117, 168, 189, 458, 998 TWE: 23, 79, 11, 189	SE: 202, 259, 289, 292, 389, 425, 536, 627, 778, 850, 1033 TWE: 202, 292			

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						Y	N	
11 & 12	2.4	Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.	GCH: 524-526 SE: 702-703 TWE: 702-703	SE: 93, 859	GCH: 524-526 SE: 571, 702-703 TWE: 571, 702-703			
11 & 12	2.5	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").	LSA: 5-6, 15-16	SE: 79, 103, 325	LSA: 5-6, 15-16 SE: 202, 847 TWE: 202, 847			

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):