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Grade Level(s):	Grades 9-12th
Intended Audience:	9th and 10th Grade - World Literature

**Standards Map - Basic Comprehensive Program
Grades Nine and Ten - English Language-Arts/English Language Development**

		PUBLISHER CITATIONS*			FOR LEA USE ONLY			
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						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						
9 & 10	1.1	Identify and use the literal and figurative meanings of words and understand word derivations.	SE: 399, 551, 649, 1101, 1109	SE: 399, 551, 649, 1101, 1109 TWE: 769	SE: 399, 551, 649, 1101, 1109			
9 & 10	1.2	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	SE: 499, 643, 973 TWE: 329	SE: 499, 643, 973, TWE: 329	SE 499, 643, 973 TWE: 329			
9 & 10	1.3	Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	SE: 78, 365, 432, 770, 771, 1044 TWE: 77	SE: 78, 365, 432, 770, 771, 1044 TWE: 77	SE: 78, 365, 432, 770, 771, 1044 TWE: 77			

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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 <i>Recommended Literature, Grades Nine Through Twelve (1990)</i> 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. In grades nine and ten, students make substantial progress toward this goal.						
Substrand: Structural Features of Informational Materials								
9 & 10	2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	SE: 390-391, R85-R89 TWE: 69, 391	SE: 390-391, R85-R89 TWE: 69, 391	SE: 390-391, R85-R89 TWE: 69, 391			
9 & 10	2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	SE: 857-858, R65-R66	SE: 857-858, R65-R66	SE: 857-858, R65-R66			
Substrand: Comprehension and Analysis of Grade-Level-Appropriate Text								
9 & 10	2.3	Generate relevant questions about readings on issues that can be researched.	SE: 112, 156, 639, R104	SE: 112, 156, 639, R104	SE: 112, 156, 639, R104			

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9 & 10	2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	SE: 14-15, 75, 78, 1007, R90, R95, R105 TWE: 259, 318, 445	SE: 14-15, 75, 78, 1007, R90, R95, R105 TWE: 259, 318, 445	SE: 14-15, 75, 78, 1007, R90, R95, R105 TWE: 259, 318, 445			
9 & 10	2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	SE: 433, 743, 754, 771, 834 TWE: 33	SE: 433, 743, 754, 771, 834 TWE: 33, 46	SE: 433, 743, 754, 771, 834 TWE: 33, 46			
9 & 10	2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	SE: 390-391, R72-R73, R104-R105 TWE: 515	SE: 390-391, R72-R73, R104-R105 TWE: 515	SE: 390-391, R72-R73, R104-R105 TWE: 515			
Substrand: Expository Critique								
9 & 10	2.7	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	SE: R102	SE: R102	SE: R102			
9 & 10	2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	SE: 646, R95, R100-R101 TWE: 247	SE: 646, R95, R100-R101 TWE: 247	SE: 646, R95, R100-R101 TWE: 247			

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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 patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.						
		Substrand: Structural Features of Literature						
9 & 10	3.1	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	SE: 86, 113, 261, 298, 729, 877, 1133 TWE: 173, 842	SE: 86, 113, 261, 298, 729, 877, 1133 TWE: 173, 842	SE: 86, 113, 261, 298, 729, 877, 1133 TWE: 173, 842			
9 & 10	3.2	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	SE: 537, 567, 855, 1070 TWE: 59	SE: 537, 567, 855, 1070 TWE: 59	SE: 537, 567, 855, 1070 TWE: 59			
		Substrand: Narrative Analysis of Grade-Level-Appropriate Text						
9 & 10	3.3	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	SE: 157, 298, 525, 532, 762, 876 TWE: 758	SE: 157, 298, 525, 532, 762, 876 TWE: 758	SE: 157, 298, 525, 532, 762, 876 TWE: 758			
9 & 10	3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	SE: 155, 432, 524, 525, 729 TWE: 512	SE: 155, 432, 524, 525, 729 TWE: 512	SE: 155, 432, 524, 525, 729 TWE: 512			

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9 & 10	3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	SE: 78, 145, 156, 507, 567, 823 TWE: 77	SE: 78, 145, 156, 507, 567, 823 TWE: 77	SE: 78, 145, 156, 507, 567, 823 TWE: 77			
9 & 10	3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	SE: 12, 155, 626, 743, 797, 962, 1006	SE: 12, 155, 626, 743, 797, 962, 1006	SE: 12, 155, 626, 743, 797, 962, 1006 TWE: 624, 742			
9 & 10	3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	SE: 41, 606, 823, 1079, 1109 TWE: 528, 822	SE: 41, 606, 823, 1079, 1109 TWE: 528, 822	SE: 41, 606, 823, 1079, 1109 TWE: 528, 822			
9 & 10	3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	SE: 67, 135, 323, 845, 948	SE: 67, 135, 323, 845, 948	SE: 67, 135, 323, 845, 948			
9 & 10	3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	SE: 55, 111, 350, 483, 729, 730, 980	SE: 55, 111, 350, 483, 729, 730	SE: 55, 111, 350, 483, 729, 730, 980			
9 & 10	3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	SE: 261, 264-324, 729 TWE: 265	SE: 261, 264-324, 729 TWE: 265	SE: 261, 264-324, 729 TWE: 265			
Substrand: Literary Criticism								
9 & 10	3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	SE: 389, 432, 472, 980, 1170, 1187	SE: 389, 432, 472, 980, 1170, 1187 TWE: 573	SE: 389, 432, 472, 980, 1170, 1187 TWE: 573			

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9 & 10	3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	SE: 184-190, 746-753, 754, 756-762, 1000-1006	SE: 184-190, 746-753, 754, 756-762, 1000-1006 TWE: 18	SE: 184-190, 746-753, 754, 756-762, 1000-1006 TWE: 18			
DOMAIN		WRITING						
STRAND		1.0 WRITING STRATEGIES Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.						
		Substrand: Organization and Focus						
9 & 10	1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	SE: 484-487, 572-575, 856-859, 1080-1083, R67	SE: 484-487, 572-575, 856-859, 1080-1083, R67 TWE: 559	SE: 484-487, 572-575, 856-859, 1080-1083, R67 TWE: 559			
9 & 10	1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	SE: 94-97, 192-195, 572-575, 1192-1195	SE: 94-97, 192-195, 572-575, 1192-1195 TWE: 304	SE: 94-97, 192-195, 572-575, 1192-1195 TWE: 304			
		Substrand: Research and Technology						
9 & 10	1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	SE: 856-859, 1080-1083, R58, R64 TWE: 149	SE: 856-859, 1080-1083, R58, R64 TWE: 149	SE: 856-859, 1080-1083, R58, R64 TWE: 149			

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9 & 10	1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	SE: 192-195, 400-403, 484-487, 676-679	SE: 192-195, 400-403, 484-487, 676-679, 856-859 TWE: 559	SE: 192-195, 400-403, 484-487, 676-679, 856-859 TWE: 559			
9 & 10	1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	SE: 156, 166, 179, 433, 856, R59, R72-R73 TWE: 871	SE: 156, 166, 179, 433, 856, R59, R72-R73 TWE: 871	SE: 156, 166, 179, 433, 856, R59, R72-R73 TWE: 871			
9 & 10	1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.	SE: 572-575, 676-679, 856-859, R64-R69	SE: 572-575, 676-679, 856-859, R64-R69 TWE: 678	SE: 572-575, 676-679, 856-859, R64-R69 TWE: 678			

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9 & 10	1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).	SE: 856-859, R65-R69, R107 TWE: 1072	SE: 856-859, R65-R69, R107 TWE: 1072	SE: 856-859, R65-R69, R107 TWE: 1072			
9 & 10	1.8	Design and publish documents by using advanced publishing software and graphic programs.	SE: 94-97, 192-195, 400-403, 672, 678, 856-859, 1192-1195	SE: 94-97, 192-195, 400-403, 672, 678, 856-859, 1192-1195	SE: 94-97, 192-195, 400-403, 672, 678, 856-859, 1192-1195			
Substrand: Evaluation and Revision								
9 & 10	1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	SE: 96, 194, 336, 402, 486, 574, R60 TWE: 96, 182	SE: 96, 194, 336, 402, 486, 574, R60 TWE: 96, 182	SE: 96, 194, 336, 402, 486, 574, R60 TWE: 96, 182			

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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 nine and ten outlined in Writing Standard 1.0, students:						
9 & 10	2.1	Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events 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 changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	SE: 94-97, 550 TWE: 819, 919	SE: 94-97, 550 TWE: 819, 919	SE: 94-97, 550 TWE: 819, 919			

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9 & 10	2.2	Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and access the impact of perceived ambiguities, nuances, and complexities within the text.	SE: 75, 112, 476, 479, 483, 484-487, 559, 675, 1020-1023 TWE: 476, 559	SE: 75, 112, 476, 479, 483, 484-487, 559, 675, 1020-1023 TWE: 476, 559	SE: 75, 112, 476, 479, 483, 484-487, 559, 675, 1020-1023 TWE: 476, 559			
9 & 10	2.3	Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.	SE: 676-679, 856-859, 1080-1083 TWE: 593	SE: 676-679, 856-859, 1080-1083 TWE: 593	SE: 676-679, 856-859, 1080-1083 TWE: 593			

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9 & 10	2.4	Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.	SE: 135, 333, 572-575, 1020-1023 TWE: 803	SE: 135, 333, 572-575, 1020-1023 TWE: 803	SE: 135, 333, 572-575, 1020-1023 TWE: 803			
9 & 10	2.5	Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	SE: 772-775, R70-R71	SE: 772-775, R70-R71	SE: 772-775, R70-R71			

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9 & 10	2.6	Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.	SE: 390-391, R70-R71 TWE: 884	SE: 390-391, R70-R71 TWE: 884	SE: 390-391, R70-R71 TWE: 884			
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.						
		Substrand: Grammar and Mechanics of Writing						
9 & 10	1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	SE: 679, 775 TWE: 18, 40, 54, 311	SE: 679, 775 TWE: 18, 40, 54, 311	SE: 679, 775 TWE: 18, 40, 54, 311			

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9 & 10	1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	SE: 326, 661, 672, 1057, 1083, R17-R25 TWE: 165, 182, 738	SE: 326, 661, 672, 1057, 1083, R17-R25 TWE: 165, 182, 738	SE: 326, 661, 672, 1057, 1083, R17-R25 TWE: 165, 182, 738			
9 & 10	1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	SE: 400-403, 484-487, 572-575, 1192-1195 TWE: 738, 1004, 1138	SE: 400-403, 484-487, 572-575, 1192-1195 TWE: 738, 1004, 1138	SE: 400-403, 484-487, 572-575, 1192-1195 TWE: 738, 1004, 1138			
Substrand: Manuscript Form								
9 & 10	1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	SE: 195, 775, 1083, R45-R51, R54-R57 TWE: 444, 530, 657	SE: 195, 775, 1083, R45-R51, R54-R57 TWE: 444, 530, 657	SE: 195, 775, 1083, R45-R51, R54-R57 TWE: 444, 530, 657			
9 & 10	1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	SE: 858-859, 1072-1075, R65-R69 TWE: 678	SE: 858-859, 1072-1075, R65-R69 TWE: 678	SE: 858-859, 1072-1075, R65-R69 TWE: 678			

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DOMAIN		LISTENING AND SPEAKING						
STRAND		1.0 LISTENING AND SPEAKING STRATEGIES Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.						
		Substrand: Comprehension						
9 & 10	1.1	Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	SE: 11, 88, 126, 284, 935, 1071 TWE: 312, 321	SE: 11, 88, 126, 284, 935, 1071 TWE: 312, 321	SE: 11, 88, 126, 284, 935, 1071 TWE: 312, 321			
9 & 10	1.2	Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	SE: <i>Activity</i> 1071	SE: <i>Activity</i> 1071	SE: <i>Activity</i> 1071			
		Substrand: Organization and Delivery of Oral Communication						
9 & 10	1.3	Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.	SE: 398, 639, 949 TWE: 1091	SE: 398, 639, 949 TWE: 1091	SE: 398, 639, 949 TWE: 1091			
9 & 10	1.4	Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	SE: 112	SE: 112	SE: 112			

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9 & 10	1.5	Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	SE: 646, 754, 824 TWE: 897	SE: 646, 754, 824 TWE: 897	SE: 646, 754, 824 TWE: 897			
9 & 10	1.6	Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	SE: 513, 669, 949 TWE: 312	SE: 513, 669, 949 TWE: 312	SE: 513, 669, 949 TWE: 312			
9 & 10	1.7	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	SE: 51, 126, 252, 333, 451	SE: 51, 126, 252, 333, 451	SE: 51, 126, 252, 333, 451			
9 & 10	1.8	Produce concise notes for extemporaneous delivery.	SE: 88, 855, 857-859	SE: 88, 855, 857-859	SE: 88, 855, 857-859			
9 & 10	1.9	Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	SE: 11, 175, 252, 324, 447, 451, 639, 649, R97	SE: 11, 175, 252, 324, 447, 451, 639, 649, R97	SE: 11, 175, 252, 324, 447, 451, 639, 649			
		Substrand: Analysis and Evaluation of Oral and Media Communications						
9 & 10	1.10	Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.	SE: 327-332 TWE: 1091	SE: 327-332 TWE: 1091	SE: 327-332 TWE: 1091			
9 & 10	1.11	Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	SE: 324, 355, 447, 639 TWE: 272, 285, 602, 1158	SE: 324, 355, 447, 639 TWE: 272, 285, 602, 1158	SE: 324, 355, 447, 639 TWE: 272, 285, 602, 1158			

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9 & 10	1.12	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	SE: 88, 327-332, 675, 1071	SE: 88, 327-332, 675, 1071	SE: 88, 327-332, 675, 1071			
9 & 10	1.13	Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	SE: 88, 327-332, 675, 1071 TWE: 1091	SE: 88, 327-332, 675, 1071 TWE: 1091	SE: 88, 327-332, 675, 1071 TWE: 091			
9 & 10	1.14	Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).	SE: 324, 639, 935, 1071	SE: 324, 639, 935, 1071	SE: 324, 639, 935, 1071			

* For more information, see Notes.
Approved by the State Board of
Education on February 6, 2002.

			PUBLISHER CITATIONS*			Meets Standard		FOR LEA USE ONLY
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
	STRAND	2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine the 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 nine and ten outlined in Listening and Speaking Standard 1.0, students:						
9 & 10	2.1	Deliver narrative presentations: 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 characters. d. Pace the presentation of actions to accommodate time or mood changes.	SE: 148, 175, 324, 355, 447, 451, 513 TWE: 272	SE: 148, 175, 324, 355, 447, 451, 513 TWE: 272	SE: 148, 175, 324, 355, 447, 451, 513 TWE: 272			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
9 & 10	2.2	Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.	SE: 126, 398, 433, 639, 669	SE: 126, 398, 433, 639, 669	SE: 126, 398, 433, 639, 669			
9 & 10	2.3	Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.	SE: 112, 126, 163, 333, 755 TWE: 755	SE: 112, 126, 163, 333, 755 TWE: 755	SE: 112, 126, 163, 333, 755 TWE: 755			

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			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
9 & 10	2.4	<p>4 Deliver oral responses to literature:</p> <p>a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	SE: 11, 126, 284, 447, 513, 639, 949 TWE: 312	SE: 11, 126, 284, 447, 513, 639, 949 TWE: 312	SE: 11, 126, 284, 447, 513, 639, 949 TWE: 312			
9 & 10	2.5	<p>Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <p>a. Structure ideas and arguments in a coherent, logical fashion.</p> <p>b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p> <p>d. Anticipate and address the listener's concerns and counterarguments.</p>	SE: 333, 447, 710, 949	SE: 333, 447, 710, 949	SE: 333, 447, 710, 949			

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			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
9 & 10	2.6	Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.	SE: 513	SE: 513	SE: 513			

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