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ABSTRACT

This document represents one section of the Delaware
Teachers' Desk Reference to Standards and Performance Indicators for
Curriculum Planning and Unit Development produced by the Delaware Department
of Education. The Desk Reference is part of the Delaware Department of
Education's ongoing efforts to provide assistance and support to local school
districts in their development of a standards-based curriuclulm. This portion
of the Desk Reference presents the Secondary Level English Language Arts
Standards for grades 9 through 12, along with end of cluster expectations and
performance indicators, which serve as the basis for the English Language
Arts assessment items in the Delaware Student Testing Program. The Standards
and sub-areas in the paper are: (1) Students will use written and oral
English appropriate for various purposes and audiences (informative writing,
persuasive writing, and oral communication); (2) Students will construct,
examine, and extend the meaning of literary, informative, and technical texts
through listening, reading and viewing (decoding and word recognition
strategies, vocabulary, self-monitoring of comprehension, demonstration of
overall understanding of oral and printed texts, critical analysis and
evaluation of information, extension of meaning, and presence and role of
mass media); (3) Students will access, organize, and evaluate information
gained by listening, reading, and viewing (identification, location, and
selection; organization, manipulation, and expression; and evaluation); and
(4) Students will use literary knowledge accessed through print and visual
media to connect self to society and culture (connections with characters,
response to literary text and media, and connection of self with society and
culture). (Contains a 41-item glossary.) (RS)

# ENGLISH LANGUAGE ARTS

| Delaware Teachers' Desk Reference |

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# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

### Written Communication

Writing is a flexible and recursive process that encompasses identifying **purposes** and **audiences**, prewriting, drafting, revising, editing, and publishing. The use of a variety of **technologies** will facilitate this process.

Writers at all grade levels will produce **texts** that exhibit the following **language conventions**, all of which are consistent with the **genre** and **purpose** of the writing:

- **sentence formation**

- **conventions**

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Language Conventions
(Words in **bold** are to be defined in the glossary.)

### Grade Eight

Students will be able to

8.101    edit words that are misspelled and refer to resources for correction.
8.102    use conventional spelling and usage.
8.103    identify variations from Standard English and refer to resources for standard usage.
8.104    use complete sentences varied in length and structure.
8.105    use correct capitalization.
8.106    use correct subject-verb agreement and noun-pronoun agreement.
8.107    use correct punctuation.
8.108    use consistent verb tense.

### Grade Nine

Students will be able to

9.101    edit **texts** for misspelled words and refer to resources for correction.
9.102    edit **texts** for word usage and refer to resources for correction.
9.103    identify variations from Standard English and refer to resources for **appropriate** application.
9.104    use complete sentences varied in length and structure.
9.105    use correct capitalization.
9.106    use correct subject-verb agreement and noun-pronoun agreement.
9.107    use correct punctuation.
9.108    use consistent, **appropriate** verb tense.
9.109    use **active** and **passive voice** appropriately.
9.110    use **parallel structure**.

### Grade Ten

Students will be able to

10.101    edit **texts** for misspelled words and refer to resources for correction.
10.102    edit **texts** for word usage and refer to resources for correction.
10.103    identify variations from Standard English and refer to resources for **appropriate** application.
10.104    use complete sentences varied in length and structure.
10.105    use correct capitalization.
10.106    use correct subject-verb agreement and noun-pronoun agreement.
10.107    use correct             .
punctuation.
10.108    use consistent, **appropriate** verb tense.
10.109    use **active** and **passive voice** appropriately.
10.110    use **parallel structure**.

### Grades Eleven and Twelve

Students will be able to

11.101    edit **texts** for misspelled words and refer to resources for correction.
11.102    edit **texts** for word usage and refer to resources for correction.
11.103    evaluate variations from Standard English and refer to resources for **appropriate** application.
11.104    use complete sentences varied in length and structure.
11.105    vary the length of paragraphs and sentences according to the context for writing.
11.106    use correct capitalization.
11.107    use correct subject-verb agreement and noun-pronoun agreement.
11.108    use correct punctuation.
11.109    use consistent, **appropriate** verb tense.
11.110    use **active** and **passive voice** appropriately.
11.111    use **parallel structure**.
11.112    make decisions regarding layout and format.

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# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **expressive (author-oriented) texts\*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate experimentation with techniques which could include dialogue;
- demonstrate experimentation with **appropriate** modes which could include narration and description;
- demonstrate *a variety of* **rhetorical forms**;
- *demonstrate experimentation with characterization and language natural to the piece.*

By the end of **grade 10**, students will write **expressive (author-oriented) texts\*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate techniques which could include dialogue, *characterization, a natural use of language, or effective point of view;*
- demonstrate *the use of* **appropriate** modes which could include narration and description;
- demonstrate a variety of **rhetorical forms**.

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**\*Expressive (author-oriented) Texts** - Written or oral communication intended to allow the speaker to reveal his or her own thoughts, beliefs, feelings, etc. Literary expression is included in this **purpose** as it is often through literary or creative writing that a person finds the vehicle for such self-expression. The **text** is author-oriented in that the speaker/writer is concerned primarily with expressing his or her own thoughts, with less focus on the needs of or the effect on an **audience**.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

## PERFORMANCE INDICATORS
## Expressive Writing

| **Grade Eight** | **Grade Nine** | **Grade Ten** | **Grades Eleven and Twelve** |
|---|---|---|---|
| Students will be able to<br>8.109   reveal self-discovery and reflection.<br>8.110   use a variety of engaging beginnings.<br>8.111   use **appropriate** organizing structures.<br>8.112   use well-chosen, elaborated details to clarify | Students will be able to<br>9.111  use a writing process.<br>9.112 reveal self-discovery and reflection.<br>9.113 use a variety of engaging beginnings.<br>9.114 use **appropriate** organization. | Students will be able to<br><br>10.111    use a writing process.<br>10.112   reveal self-discovery and reflection.<br>10.113   use a variety of engaging beginnings.<br>10.114 use **appropriate** | Students will be able to<br><br>11.113   use a writing process.<br>11.114   reveal and **analyze** self-discovery and reflection.<br>11.115   use a variety of engaging beginnings and determine their |

ideas for the intended **audience**.

8.113 use **appropriate transitions**.

8.114 conclude in a logical, effective way.

8.115 use engaging writing and vivid word choice reflective of their **voice**.

8.116 use varying points of view.

8.117 use a range of **appropriate** techniques (e.g., dialogue, figures of speech).

8.118 experiment with language natural to the piece (e.g., dialect, slang, jargon).

8.119 experiment with characterization.

8.120 experiment with **appropriate** modes which could include narration and description.

8.121 experiment with a variety of **rhetorical forms**.

9.115 use well-chosen, elaborated details to clarify ideas for the intended **audience**.

9.116 conclude in a logical, effective way.

9.117 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).

9.118 use engaging writing and vivid word choice reflective of **voice**.

9.119 use **point of view** effectively.

9.120 use a range of **appropriate** techniques (e.g., dialogue, **figurative language**).

9.121 use language natural to the piece.

9.122 use character development.

9.123 use **appropriate modes** which could include narration and description.

organization.

10.115 use well-chosen, elaborated details to clarify ideas for the intended **audience**.

10.116 conclude in a logical, effective way.

.10.117 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).

10.118 use engaging writing and vivid word choice reflective of **voice**.

10.119 use **point of view** effectively.

10.120 use a range of **appropriate** techniques (e.g., dialogue, **figurative language**).

10.121 use language natural to the piece.

effectiveness.

11.116 use effective organization.

11.117 use well-chosen, elaborated details to clarify and extend ideas for the intended **audience** (e.g., valid personal and expert opinions; examples, statistics, data, restatements, paraphrases, comparisons, and quotations).

11.118 conclude in a logical, effective way.

# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **expressive (author-oriented) texts\*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate experimentation with techniques which could include dialogue;
- demonstrate experimentation with **appropriate** modes which could include narration and description;
- demonstrate *a variety of* **rhetorical forms**;
- *demonstrate experimentation with characterization and language natural to the piece.*

By the end of **grade 10**, students will write **expressive (author-oriented) texts\*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate techniques which could include dialogue, *characterization, a natural use of language, or effective point of view;*
- demonstrate *the use of* **appropriate** modes which could include narration and description;
- demonstrate a variety of **rhetorical forms**.

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**\*Expressive (author-oriented) Texts** - Written or oral communication intended to allow the speaker or writer to reveal his or her own thoughts, beliefs, feelings, etc. Literary expression is included in this **purpose** as it is often through literary or creative writing that a person finds the vehicle for such self-expression. The **text** is author-oriented in that the speaker/writer is concerned primarily with expressing his or her own thoughts, with less focus on the needs of or the effect on an **audience**.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Expressive Writing (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| | Students will be able to | Students will be able to | Students will be able to |
| | 9.124 use a variety of **rhetorical forms**. <br> 9.125 engage in **self-evaluation** of the piece. | 10.122 use character development. <br> 10.123 use **appropriate modes** which could include narration and description. <br> 10.124 use a variety of **rhetorical forms**. <br> 10.125 engage in **self-evaluation** of the piece. | 11.119 use engaging writing and vivid word choice reflective of **voice**. <br> 11.120 use **point of view** effectively. <br> 11.121 use a range of **appropriate** techniques and **literary devices**. <br> 11.122 use language natural to the piece. <br> 11.123 use character development, varying complexity as **appropriate**. <br> 11.124 use **appropriate modes** (e.g., narration and description). <br> 11.125 use a variety of **rhetorical forms**. <br> 11.126 experiment with a variety of organizational strategies/techniques to achieve an effect. <br> 11.127 engage in **self-evaluation** of the piece. |

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# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **informative (subject-oriented) texts\*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include description, narration, classification, process analysis, definition, *cause/effect, and comparison/contrast*;
- follow the **appropriate** formats, which could include letters, summaries, messages, reports, *memos, proposals, résumés, or applications;*
- contain primary and secondary source *documentation,* avoiding plagiarism.

By the end of **grade 10**, students will write **informative (subject-oriented) texts\*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include *complex* description and *complex* narration, *extended* classification, *complex* process analysis, *extended* definition, *complex* cause/effect, and *extended* comparison/contrast and *evaluation*;
- conform to the **appropriate** formats, which could include letters, summaries, messages, reports, memos, proposals, résumés, or applications;
- contain primary and secondary source **documentation**, avoiding plagiarism.

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**\*Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The **text** is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the **audience**'s opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice.**

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Informative Writing

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |

**Grade Eight**

Students will be able to

8.122     use written **text** to share information with a reader.
8.123     identify and address the needs of the intended **audience**.
8.124     maintain focus.
8.125     incorporate well-chosen, accurate, and relevant details.
8.126 elaborate on the topic (e.g., facts, examples).
8.127     use a logical order of presentation (introduction, body, and conclusion).
8.128     use **appropriate transitions**.
8.129     insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
8.130     maintain an **appropriate** and consistent style with precise, relevant, and effective word choice.
8.131     use **appropriate** modes which **could** include description, narration, classification, process analysis, definition, cause/effect, and comparison/contrast.

**Grade Nine**

Students will be able to

9.126     use a writing process.
9.127     use written **text** to share information with a reader.
9.128     develop and support a coherent **thesis statement**.
9.129     establish and maintain focus.
9.130     incorporate well-chosen, accurate, and relevant details.
9.131     elaborate on the topic.
9.132     use a logical order of presentation (introduction, body, and conclusion).
9.133     use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).
9.134     insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
9.135     maintain an **appropriate**, consistent style with precise, relevant, and effective word choice.

**Grade Ten**

Students will be able to

10.126     use a writing process.
10.127     use written **text** to share information with a reader.
10.128     identify and address the needs of the intended **audience**.
10.129     develop and support a coherent **thesis statement**.
10.130     incorporate well-chosen, accurate, and relevant details.
10.131     elaborate on the topic.
10.132     use a logical order of presentation (introduction, body, and conclusion).
10.133     use **appropriate transitions**.
10.134     insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
10.135     maintain an **appropriate**, consistent style with precise, relevant, and effective word choice.

**Grades Eleven and Twelve**

Students will be able to

11.128     use a writing process.
11.129     use written **text** to share information with a reader.
11.130     develop and support a coherent **thesis statement.**
11.131     **analyze** the needs of **audience** and compose the message accordingly.
11.132     incorporate and evaluate the impact of well-chosen, accurate, and relevant details (e.g., valid personal and expert opinions, examples, statistics, data, restatements, paraphrases, comparisons, quotations).
11.133     elaborate on the topic.
11.134     use a logical order of presentation consistent with the chosen **mode(s) of development.**

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# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **informative (subject-oriented) texts\*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include description, narration, classification, process analysis, definition, *cause/effect, and comparison/contrast;*
- follow the **appropriate** formats, which could include letters, summaries, messages, reports, *memos, proposals, résumés, or applications;*
- contain **primary** and **secondary source** *documentation,* avoiding plagiarism.

By the end of **grade 10**, students will write **informative (subject-oriented) texts\*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include *complex* description and *complex* narration, *extended* classification, *complex* process analysis, *extended* definition, *complex* cause/effect, and *extended* comparison/contrast and *evaluation*;
- conform to the **appropriate** formats, which could include letters, summaries, messages, reports, memos, proposals, résumés, or applications;
- contain **primary** and **secondary source documentation**, avoiding plagiarism.

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**\*Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The **text** is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the **audience**'s opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice.**

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Informative Writing (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.132 use **appropriate** formats, which **could** include letters, summaries, messages, reports, memos, proposals, résumés, and applications, and their textual features.<br>8.133 incorporate primary and secondary source **documentation**, avoiding plagiarism. | 9.136 use **appropriate modes** (e.g., description, narration, classification, process analysis, definition, cause/effect, comparison/contrast, evaluation) to develop topics of increasing complexity.<br>9.137 use **appropriate** formats (e.g., letters, summaries, messages, reports, memos, proposals, résumés, applications) and their textual features.<br>9.138 incorporate **primary** and **secondary source documentation.**<br>9.139 avoid plagiarism.<br>9.140 engage in **self-evaluation** of the piece. | 10.136 use **appropriate modes** (e.g., description, narration, classification, process analysis, definition, cause/effect, comparison/contrast, evaluation) to develop topics of increasing complexity.<br>10.137 use **appropriate** formats (e.g., letters, summaries, messages, reports, memos, proposals, résumés, applications) and their textual features.<br>10.138 incorporate **primary** and **secondary source documentation.**<br>10.139 avoid plagiarism.<br>10.140 engage in **self-evaluation** of the piece. | 11.135 use **appropriate transitions.**<br>11.136 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.<br>11.137 maintain an **appropriate**, consistent style with precise, relevant, and effective word choice. |

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11.138    select and use **appropriate modes** (e.g., description, narration, classification, process analysis, definition, cause/effect, comparison/contrast, evaluation) to develop topics of increasing complexity.

# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **informative (subject-oriented) texts\*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include description, narration, classification, process analysis, definition, *cause/effect*, *and comparison/contrast;*
- follow the **appropriate** formats, which could include letters, summaries, messages, reports, *memos, proposals, résumés, or applications;*
- contain **primary** and **secondary source** *documentation,* avoiding plagiarism.

By the end of **grade 10**, students will write **informative (subject-oriented) texts\*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include *complex* description and *complex* narration, *extended* classification, *complex* process analysis, *extended* definition, *complex* cause/effect, and *extended* comparison/contrast and *evaluation*;
- conform to the **appropriate** formats, which could include letters, summaries, messages, reports, memos, proposals, résumés, or applications;
- contain **primary** and **secondary source** documentation, avoiding plagiarism.

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**\*Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The **text** is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the **audience**'s opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice.**

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Informative Writing (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| | | | Students will be able to |

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11.139    select and use the most effective format (e.g., letters, summaries, messages, reports, memos, proposals, résumés, applications) and its textual features.

11.140    incorporate **primary** and **secondary source documentation**.

11.141    avoid plagiarism.

11.142 experiment with a variety of organizational strategies/techniques to achieve an effect.

11.143 engage in **self-evaluation** of the piece.

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# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use <u>written</u> and oral English appropriate for various purposes and audiences.

### END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions, examples, *statistics, and data;*
- exhibit evidence of reasoning.

By the end of **grade 10**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions; examples, statistics, and data; *quotations and others' opinions; a possible refutation of the opposing viewpoint;*
- exhibit evidence of reasoning.

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***Argumentative and Persuasive (audience-oriented) Texts** - Written or oral communication intended to sway the **audience's** thinking or action. The **text** is **audience**-oriented in that the speaker/writer takes into consideration how best to sway the intended **audience** (i.e., what information will the **audience** need to understand the point? What objections to the point might the **audience** raise – and how can these objections be addressed? What language and/or organizational plan will be most effective with the **audience**?).

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Persuasive Writing

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |

### Grade Eight

Students will be able to

8.134 use written **text** to state and support a position for the intended **audience**.
8.135 describe problem clearly establishing a need for solution.
8.136 state a clear-cut position on an issue.
8.137 develop arguments using relevant details which **could** include valid personal and expert opinions, examples, statistics, and data.
8.138 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
8.139 demonstrate **inductive** and **deductive** reasoning.
8.140 use convincing language.
8.141 use a variety of persuasive techniques.

### Grade Nine

Students will be able to

9.141 use a writing process.
9.142 use written **text** to state and support a position for the intended **audience**.
9.143 describe the problem clearly and establish the need for a solution.
9.144 write a coherent **thesis statement** that presents a clear-cut position.
9.145 develop arguments using relevant details (e.g., valid personal and expert opinions; examples, statistics, and data; quotations and others' opinions; a possible refutation of the opposing viewpoint[s]).
9.146 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
9.147 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).
9.148 apply **inductive** and **deductive** reasoning.
9.149 use convincing, compelling word choice and sentence formation.

### Grade Ten

Students will be able to

10.141 use a writing process.
10.142 use written **text** to state and support a position for the intended **audience**.
10.143 define the problem clearly and establish the need for a solution.
10.144 write a coherent **thesis statement** that presents a clear-cut position.
10.145 develop arguments using relevant details (e.g., valid personal and expert opinions; examples, statistics, and data; quotations and others' opinions; a possible refutation of the opposing viewpoint[s]).
10.146 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
10.147 apply **inductive** and **deductive** reasoning.

### Grades Eleven and Twelve

Students will be able to

11.144 use a writing process.
11.145 define the problem clearly and establish the need for a solution.
11.146 write a coherent **thesis statement** that presents a clear-cut position.
11.147 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
11.148 develop arguments using relevant details (e.g., valid personal and expert opinions, examples, statistics, data, restatements, paraphrases, comparisons, quotations).
11.149 apply **inductive** and **deductive reasoning.**

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# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use written and oral English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **argumentative and persuasive (audience-oriented) texts\*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions, examples, *statistics, and data;*
- exhibit evidence of reasoning.

By the end of **grade 10**, students will write **argumentative and persuasive (audience-oriented) texts\*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions; examples, statistics, and data; *quotations and others' opinions; a possible refutation of the opposing viewpoint;*
- exhibit evidence of reasoning.

---

**\*Argumentative and Persuasive (audience-oriented) Texts** - Written or oral communication intended to sway the **audience's** thinking or action. The **text** is **audience**-oriented in that the speaker/writer takes into consideration how best to sway the intended **audience** (i.e., what information will the **audience** need to understand the point? What objections to the point might the **audience** raise - and how can these objections be addressed? What language and/or organizational plan will be most effective with the **audience**?).

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Persuasive Writing (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| | Students will be able to | Students will be able to | Students will be able to |
| | 9.150    use a variety of persuasive techniques (e.g., appeal to reason, appeal to authority).<br>9.151    engage in **self-evaluation** of the piece. | 10.148    use convincing, compelling word choice and sentence formation.<br>10.149 use a variety of persuasive techniques (e.g., appeal to reason, appeal to authority).<br>10.150 engage in **self-evaluation** of the piece. | 11.150    employ the most effective persuasive **technique**(s) for the specific piece of writing.<br>11.151    use convincing, compelling word choice and sentence formation.<br>11.152    enhance the argument with a refutation of opposing viewpoint(s).<br>11.153    experiment with a variety of organizational strategies/techniques to achieve an effect.<br>11.154    engage in **self-evaluation** of the piece. |

# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use written and <u>oral</u> English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **formulate** a message,
  - including all essential information;
  - *framing the ideas in situation-appropriate language;*
  - *analyzing the needs of the audience*

By the end of **grade 10**, students will be able to

- **formulate** a message,
  - including all essential information;
  - framing the ideas in situation-**appropriate**

- employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the

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*and modifying the message accordingly.*
- **organize** a message appropriately for the speech situation,
  - *applying effective patterns of organization to the situational context;*
  - *using review to aid the audience's comprehension.*
- **deliver** a message,
  - *adjusting the language to the situational context;*
  - *controlling volume, tone, speed, and enunciation;*
  - *employing non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;*
  - maintaining focus;
  - creating a strong impression of being secure and comfortable, and in command of the situation;
  - incorporating *a range of* audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - *repeating key ideas for clarification.*

language;
- analyzing the needs of the **audience** and modifying the message accordingly.
- **organize** a message appropriately to the speech situation,
  - applying effective patterns of organization to the situational context;
  - using review to aid the **audience's** comprehension.
- **deliver** a message,
  - adjusting the language to the situational context;
  - *selecting and using an appropriate presentation style to fit the situational context;*
  - controlling volume, tone, speed, and enunciation *to achieve an intended effect;*

**audience;**
- maintaining focus;
- creating a strong impression of being secure, comfortable, and in command of the situation;
- *exhibiting self-control;*
- incorporating a range of audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - repeating key ideas for clarification;
  - modifying the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Oral Communication

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.142 use oral language for different **purposes** (inform, persuade, and express self). **Formulate a message:** | 9.152 use oral language for different **purposes** (inform, persuade, and express self). **Formulation of a Message:** | 10.151 use oral language for different **purposes** (inform, persuade, express self). **Formulation of a Message:** | 11.155 use oral language for different **purposes** (inform, persuade, express self). **Formulation of a Message:** |
| 8.143 include all essential information. | 9.153 include all essential information. | 10.152 include all essential information. | 11.156 include all essential information. |
| 8.144 frame the ideas in situation-**appropriate** language. | 9.154 frame ideas in situation-**appropriate** language. | 10.153 frame ideas in situation-**appropriate** language. | 11.157 express ideas in situation-**appropriate** language (formal and informal). |
| 8.145 **analyze** the needs of the **audience** and modify the message accordingly. | 9.155 **analyze** the needs of the **audience** and modify the message accordingly. | 10.154 **analyze** the needs of the **audience** and modify the message accordingly. | 11.158 **analyze** the needs of the **audience** and modify the message accordingly. |
| **Organize a message:** | **Organization of a Message:** | **Organization of a Message:** | **Organization of a Message:** |
| 8.146 develop and organize content based upon the intended **audience** and **purpose**. | 9.156 develop and organize content based upon the intended **audience** and **purpose**. | 10.155 develop and organize content based upon the intended **audience** and **purpose**. | 11.159 develop and organize content based upon the **purpose** and the desired effect on the intended **audience**. |
| 8.147 use review to aid the **audience's** comprehension. | 9.157 review to aid the **audience**'s comprehension. | 10.156 review to aid the **audience**'s comprehension. | 11.160 review to aid the **audience's** comprehension. |
| **Deliver a message:** | **Delivery of a Message:** | **Delivery of a Message:** | **Delivery of a Message:** |
| 8.148 adjust the language to the situational context. | 9.158 adjust the language to the situational context. | 10.157 adjust the language to the situational context. | 11.161 adjust the language to the situational context. |
| | 9.159 select and use an **appropriate** presentation style to fit the situational context. | 10.158 select and use an **appropriate** presentation style to fit the situational context. | 11.162 select and use an **appropriate** presentation style to fit the situational context. |
| | 9.160 maintain focus. | 10.159 maintain focus. | 11.163 maintain focus. |

# ENGLISH LANGUAGE ARTS STANDARD ONE

## Students will use written and <u>oral</u> English appropriate for various purposes and audiences.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- formulate a message,
  - including all essential information;
  - *framing the ideas in situation-appropriate language;*
  - *analyzing the needs of the audience*

By the end of **grade 10**, students will be able to

- formulate a message,
  - including all essential information;
  - framing the ideas in situation-**appropriate**

- employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the

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*and modifying the message accordingly.*
- **organize** a message appropriately for the speech situation,
  - *applying effective patterns of organization to the situational context;*
  - *using review to aid the audience's comprehension.*
- **deliver** a message,
  - *adjusting the language to the situational context;*
  - *controlling* volume, tone, speed, and enunciation;
  - *employing non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;*
  - maintaining focus;
  - creating a strong impression of being secure and comfortable, and in command of the situation;
  - incorporating *a range of* audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - *repeating key ideas for clarification.*

language;
- analyzing the needs of the **audience** and modifying the message accordingly.
- **organize** a message appropriately to the speech situation,
  - applying effective patterns of organization to the situational context;
  - using review to aid the **audience's** comprehension.
- **deliver** a message,
  - adjusting the language to the situational context;
  - *selecting and using an appropriate presentation style to fit the situational context;*
  - controlling volume, tone, speed, and enunciation *to achieve an intended effect;*

audience;
- maintaining focus;
- creating a strong impression of being secure, comfortable, and in command of the situation;
- *exhibiting self-control;*
- incorporating a range of audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - repeating key ideas for clarification;
  - modifying the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Oral Communication (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.149 control volume, tone, speed, and enunciation.<br>8.150 employ non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the **audience**.<br>8.151 maintain focus.<br>8.152 create a strong impression of being secure and comfortable and in command of the situation.<br>8.153 incorporate a range of audio/visual aids when **appropriate**.<br>**Respond to feedback:**<br>8.154 use explicit cues to adjust volume and speed.<br>8.155 answer questions.<br>8.156 repeat key ideas for clarification. | 9.161 incorporate a range of audio/visual aids when **appropriate**.<br>9.162 use various techniques for effective speaking (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while speaking.<br>9.163 engage in **self-evaluation** of the speaking experience.<br>**Response to Feedback**<br>9.164 adjust volume and speed.<br>9.165 answer questions.<br>9.166 repeat key ideas for clarification.<br>9.167 modify the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation. | 10.160 incorporate a range of audio/visual aids when **appropriate**.<br>10.161 use various techniques for effective speaking (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while speaking.<br>10.162 engage in **self-evaluation** of the speaking experience.<br>**Response to Feedback**<br>10.163 adjust volume and speed.<br>10.164 answer questions.<br>10.165 repeat key ideas for clarification.<br>10.166 modify the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation. | 11.164 use various techniques for effective speaking (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while speaking.<br>11.165 incorporate a range of audio/visual aids when **appropriate**.<br>11.166 engage in **self-evaluation** of the speaking experience.<br>**Response to Feedback:**<br>11.167 adjust volume and speed.<br>11.168 answer questions.<br>11.169 repeat key ideas for clarification.<br>11.170 modify the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

By the end of grade 10, **using** appropriate texts, **students will be able to**

- select and apply efficient, effective decoding and other word recognition strategies to comprehend printed

- select and apply efficient, effective decoding and other word recognition strategies to comprehend printed

**texts**.                                                    **texts**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Decoding And Word Recognition Strategies

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.157    use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, **analogy**).<br>8.158    read **appropriate** eighth-grade **texts fluently** (orally). | 9.168    use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, **analogy**).<br>9.169    read aloud ninth-grade **texts fluently**. | 10.167    use a combination of effective, efficient word-recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy).<br>10.168    read aloud tenth-grade **texts fluently**. | 11.171    use a combination of effective, efficient word-recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy).<br>11.172    read aloud eleventh (and twelfth)-grade **texts fluently**. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

By the end of **grade 10**, using **appropriate texts**, students will be able to

- develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an

- develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an

important facet of comprehending **texts** and messages by

- using context clues to determine the meanings of words;
- using reference works, technology and human resources to learn the meaning of unknown words (e.g., dictionaries, thesaurus, computer software).

important facet of comprehending **texts** and messages by

- using context clues to determine the meanings of words;
- using reference works, technology, and human resources to learn the meaning of unknown words.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Vocabulary

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.159   use context clues to determine the meaning of words. | 9.170   use context clues to determine the meaning of words. | 10.169   use context clues to determine the meaning of words. | 11.173   use context clues to determine the meaning of words. |
| 8.160   use reference works (e.g., dictionaries, thesauruses, glossaries, technology, human resources). | 9.171   use reference works, technology, and human resources to learn the meaning of unknown words. | 10.170   use reference works, technology, and human resources to learn the meaning of unknown words. | 11.174   use reference works, technology, and human resources to learn the meaning of unknown words. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- self-monitor comprehension while listening, reading, and viewing by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- self-monitor comprehension while listening, reading, and viewing by

- generating a purpose for reading, listening, or viewing;
- assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
- taking **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Self-Monitoring Of Comprehension

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.161  set purpose(s) for reading, listening, or viewing.<br>8.162  make and revise predictions.<br>8.163  **assimilate** information and prior knowledge to make inferences.<br>8.164  self-monitor comprehension, taking **appropriate** actions (e.g., reread, adjust rate of reading, seek meaning of unknown vocabulary, use think-aloud strategies). | 9.172  understand that reading is a purposeful process of constructing meaning and making revisions of initial understandings.<br>9.173  independently apply a reading process and strategies to a variety of **genres.**<br>9.174  generate a purpose for reading, listening, or viewing.<br>9.175  **assimilate** information with prior knowledge to revise predictions and understandings and to make inferences.<br>9.176  take **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading,          seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text.** | 10.171  understand that reading is a purposeful process of constructing meaning and making revisions of initial understandings.<br>10.172 independently apply a reading process and strategies to numerous **genres.**<br>10.173  generate a purpose for reading, listening, or viewing.<br>10.174  **assimilate** information with prior knowledge to revise predictions and understandings and to make inferences.<br>10.175  take **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text.** | 11.175  understand that reading is a purposeful process of constructing meaning and making revisions of initial understandings.<br>11.176 independently apply a reading process and strategies to a variety of **genres.**<br>11.177  generate a purpose for reading, listening, or viewing.<br>11.178  **assimilate** information and knowledge to predict and infer.<br>11.179  take **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text.** |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will <u>construct</u>, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and printed **texts** by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and printed **texts** by

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- identifying and interpreting **figurative language** and **literary devices** (e.g., simile, metaphor, *allusion*);
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizer**s;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the content of the **text** to real-life situations.

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- *interpreting the impact of figurative language and literary devices;*
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizer**s;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the **text**'s content to real-life situations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Demonstration Of Overall Understanding Of Oral And Printed Texts

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.165 make, revise, and support predictions. | 9.177 make, revise, and support predictions. | 10.176 make, revise, and support predictions. | 11.180 make, revise, and support predictions. |
| 8.166 identify the story elements (e.g., character, setting, **theme**, plot). | 9.178 identify literary elements (e.g., characters, setting, theme, plot, conflict). | 10.177 identify literary elements (e.g., characters, setting, theme, plot, conflict). | 11.181 identify literary elements (e.g., character, setting, theme, plot, conflict). |
| 8.167 identify and interpret **figurative language** and **literary devices** (e.g., similes, metaphors, personification, **point of view**, allusion). | 9.179 interpret the impact of **figurative language** and **literary devices**. | 10.178 interpret the impact of **figurative language** and **literary devices**. | 11.182 interpret the impact of **figurative language** and **literary devices.** |
| 8.168 retell stories including important details in oral and written form. | 9.180 retell a story or restate an informative **text** through speaking and/or writing. | 10.179 retell a story or restate an informative **text** through speaking and/or writing. | 11.183 retell a story or restate an informative **text** through speaking and/ or writing. |
| 8.169 restate informative **texts** including important details. | 9.181 organize the important points of the **text** via summaries, outlines, and/or **graphic organizers**. | 10.180 organize the important points of the **text** via summaries, outlines, and/or **graphic organizers**. | 11.184 organize the important points of the **text** via summaries, outlines, and/or **graphic organizers**. |
| 8.170 organize the important points of **text** using summaries, outlines, or other **graphic organizers**. | 9.182 identify the author's **purpose**. | 10.181 identify the author's **purpose**. | 11.185 identify the author's **purpose**. |
| 8.171 identify author's **purpose**. | 9.183 compare information between and within **text**(s). | 10.182 compare information between and within **text**(s). | 11.186 compare information between and within **text**(s). |
| 8.172 compare information within and between **texts**. | 9.184 differentiate between fact and opinion. | 10.183 discriminate between fact and opinion. | 11.187 discriminate between fact and opinion. |
| 8.173 discriminate between fact and opinion. | 9.185 draw conclusions. | 10.184 draw conclusions. | 11.188 draw conclusions. |
| 8.174 draw conclusions and determine cause-effect. | 9.186 accept or reject the validity of the information and give supporting evidence. | 10.185 accept or reject the validity of the information and give supporting evidence. | 11.189 accept or reject the validity of the information and give supporting evidence. |
| | 9.187 relate the **text's** content to real-life situations. | 10.186 relate the **text's** content to real-life situations. | 11.190 relate the **text's** content to real-life situations. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will <u>construct</u>, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

By the end of **grade 10**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and

- demonstrate an overall understanding of oral and

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printed **texts** by

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- identifying and interpreting **figurative language** and **literary devices** (e.g., simile, metaphor, *allusion*);
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizers**;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the content of the **text** to real-life situations.

printed **texts** by

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- *interpreting the impact of figurative language and literary devices;*
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizers**;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the **text's** content to real-life situations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Demonstration Of Overall Understanding Of Oral And Printed Texts (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to<br><br>8.175 accept or reject the validity of information, giving supporting evidence.<br>8.176 follow written and oral directions.<br>8.177 relate content of **text** to real- life situations. | | | |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, <u>examine</u>, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and messages presented through print, speech, and mass **media** by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and messages presented through print, speech, and mass **media** by

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- connecting and synthesizing information *from many sources;*
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- *recognizing the impact of non-literal or figurative words or expressions;*
- *recognizing discrepancies between speaker's verbal and non-verbal messages;*
- explaining **ambiguity** in words or expressions;
- acknowledging the possibility of a variety of interpretations of the same **text**;
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- *evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;*
- *evaluating the literary merit of various texts and media presentations.*

- connecting and synthesizing information from many sources;
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- *interpreting the impact of the use of non-literal or figurative words and expressions;*
- recognizing discrepancies between speaker's verbal and non-verbal messages;
- *overcoming problems presented by ambiguity;*
- *proposing other interpretations as valid if supported by the text;*
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- *distinguishing between emotional and logical arguments;*
- evaluating expository and technical **texts** and **media** presentations for their completeness, accuracy, and clarity of communication;
- evaluating the **literary merit** of various **texts** and **media** presentations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Critical Analysis And Evaluation Of Information

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.178 connect and **synthesize** information from different sources.<br>8.179 formulate, express, and support opinions.<br>8.180 respond to a variety of questions (**critical thinking**).<br>8.181 draw conclusions.<br>8.182 recognize the impact of nonliteral or figurative words or expressions.<br>8.183 recognize discrepancies between the speaker's verbal and nonverbal messages.<br>8.184 explain **ambiguity** in words or expressions.<br>8.185 acknowledge the possibility of a variety of interpretations of the same **text**.<br>8.186 evaluate **texts** and **media** presentations for bias and misinformation.<br>8.187 recognize a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats). | 9.188 connect and **synthesize** information from many sources.<br>9.189 formulate, express, and support opinions.<br>9.190 respond to questions requiring **critical thinking**.<br>9.191 draw conclusions.<br>9.192 interpret the impact of the use of non-literal or figurative words and expressions.<br>9.193 recognize discrepancies between the speaker's verbal and non-verbal messages.<br>9.194 overcome problems presented by **ambiguity**.<br>9.195 propose other interpretations as valid if supported by the **text**.<br>9.196 evaluate **texts** and **media** presentations for bias and misinformation.<br>9.197 recognize a variety of persuasive and propaganda techniques and identify how they are used (e.g., advertising, news formats, campaigns). | 10.187 connect and **synthesize** information from many sources.<br>10.188 formulate, express, and support opinions.<br>10.189 respond to questions requiring **critical thinking**.<br>10.190 draw conclusions.<br>10.191 interpret the impact of the use of non-literal or figurative words and expressions.<br>10.192 recognize discrepancies between the speaker's verbal and non-verbal messages.<br>10.193 overcome problems presented by **ambiguity**.<br>10.194 propose other interpretations as valid if supported by the **text**.<br>10.195 evaluate **texts** and **media** presentations for bias and misinformation.<br>10.196 recognize a variety of persuasive and propaganda techniques and identify how they are used in a variety of forms (e.g., advertising, news formats, campaigns). | 11.191 **synthesize** information from many sources.<br>11.192 formulate, express, and support opinions.<br>11.193 think and respond critically.<br>11.194 draw conclusions.<br>11.195 **analyze** literary elements.<br>11.196 interpret the impact of the use of non-literal or figurative words and expressions.<br>11.197 understand the influence of gender on language use.<br>11.198 demonstrate a general understanding of the development of the English language.<br>11.199 understand the implications of using different forms of language.<br>11.1100 examine discrepancies between the speaker's verbal and non-verbal messages.<br>11.1101 overcome problems presented by **ambiguity**. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, <u>examine</u>, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and

By the end of **grade 10**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and

messages presented through print, speech, and mass **media** by

- connecting and synthesizing information *from many sources;*
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- *recognizing the impact of non-literal or figurative words or expressions;*
- *recognizing discrepancies between speaker's verbal and non-verbal messages;*
- explaining **ambiguity** in words or expressions;
- acknowledging the possibility of a variety of interpretations of the same **text**;
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- *evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;*
- *evaluating the literary merit of various texts and media presentations.*

messages presented through print, speech, and mass **media** by

- connecting and synthesizing information from many sources;
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- *interpreting the impact of the use of non-literal or figurative words and expressions;*
- recognizing discrepancies between speaker's verbal and non-verbal messages;
- *overcoming problems presented by ambiguity;*
- *proposing other interpretations as valid if supported by the text;*
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- *distinguishing between emotional and logical arguments;*
- evaluating expository and technical **texts** and **media** presentations for their completeness, accuracy, and clarity of communication;
- evaluating the **literary merit** of various **texts** and **media** presentations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Critical Analysis And Evaluation Of Information (Continued)

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.188 evaluate expository and technical **texts** and **media** presentations for their completeness, accuracy, and clarity of communication.<br>8.189 evaluate the **literary merit** of various **texts** and **media** presentations. | 9.198 identify emotional arguments.<br>9.199 identify logical arguments.<br>9.1100 evaluate expository **texts**, technical **texts**, and **media** presentations for completeness, accuracy, and clarity of communication.<br>9.1101 evaluate the **literary merit** of various **texts** and **media** presentations. | 10.197 distinguish between emotional and logical arguments.<br>10.198 evaluate expository **texts**, technical **texts**, and **media** presentations for their completeness, accuracy, and clarity of communication.<br>10.199 evaluate the **literary merit** of various **texts** and **media** presentations. | 11.1102 propose other interpretations as valid if supported by the **text**.<br>11.1103 evaluate **texts** and **media** presentations for bias and misinformation.<br>11.1104 **critique** the effectiveness of persuasive and propaganda techniques.<br>11.1105 **analyze** the author's **purpose**.<br>11.1106 distinguish between emotional and logical arguments.<br>11.1107 evaluate expository **texts**, technical **texts**, and **media** presentations for their completeness, accuracy, and clarity of communication.<br>11.1108 evaluate the **literary merit** of various **texts** and **media** presentations.<br>11.1109 evaluate the validity of information. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, examine, and <u>extend</u> the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

By the end of **grade 10**, using **appropriate texts**, students will be able to

- extend meaning by

- extend meaning by

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- offering a personal response to **texts**;
- applying information from printed, electronic, and **oral texts** to complete **authentic tasks**;
- using **divergent thinking**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Extension Of Meaning

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.190    offer a personal response to **texts**. | 9.1102    offer personal responses to **texts**. | 10.1100   offer personal responses to **texts**. | 11.1110   respond personally to **texts**. |
| 8.191  apply information from printed, electronic, and **oral texts** to complete **authentic tasks**. | 9.1103    apply information from printed, electronic, and **oral texts** to complete **authentic tasks**. | 10.1101   apply information from printed, electronic, and **oral texts** to complete **authentic tasks**. | 11.1111   **synthesize** information from printed, electronic, and **oral texts** to complete **authentic tasks**. |
| 8.192    use **divergent thinking**. | 9.1104    use **divergent thinking**. | 10.1102   use **divergent thinking**. | 11.1112   use **divergent thinking**. |

# ENGLISH LANGUAGE ARTS STANDARD TWO

## Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

By the end of **grade 10**, using **appropriate texts**, students will be able to

- recognize the presence and role of the mass **media** in their lives by

- recognize the presence and role of the mass **media** in their lives by

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- evaluating how *the content, techniques, and form* of electronic, print, and cinematic messages affect them;
- *identifying* the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Presence And Role Of Mass Media

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.193    evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. | 9.1105    evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. | 10.1103   evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. | 11.1113   evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. |
| 8.194    identify the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry). | 9.1106    identify the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry). | 10.1104   identify the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry). | 11.1114   **analyze**  the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry). |

# ENGLISH LANGUAGE ARTS STANDARD THREE

## Students will <u>access</u>, organize, and evaluate information gained by listening, reading, and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **identify, locate, and select** sources of information relevant to a defined need:

By the end of **grade 10**, using **appropriate text**s, students will be able to

- **identify, locate, and select** sources of information

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relevant to a defined need:

- **With support from the teacher as a resource and facilitator,** students will

  - use a variety of sources including printed materials, personal interviews, oral reports, forums, and **technological forms of information**;
  - *develop and use procedures* to gather information and ideas.

- **Independently,** students will extract information relevant to a specific **purpose**.

  - use a variety of sources including printed materials, personal interviews, oral reports, forums, and **technological forms of information**;
  - develop and use procedures to gather information and ideas;
  - extract information relevant to a specific **purpose**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Identification, Location, and Selection

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| **With teacher guidance, students will be able to** | Students will be able to | Students will be able to | Students will be able to |
| 8.195  use a variety of sources including printed materials, personal interviews, oral reports, forums, and **technological forms of information.** | 9.1107  use a variety of sources (e.g., printed materials, personal interviews, oral reports, forums, **technological forms of information**). | 10.1105  use a variety of sources (e.g., printed materials, personal interviews, oral reports, forums, **technological forms of information**). | 11.1115  identify the availability and location of potential sources. |
| 8.196  develop and use procedures to gather and organize information and ideas. | 9.1108  develop and use procedures to gather information and ideas. | 10.1106  develop and use procedures to gather information and ideas. | 11.1116  use a variety of sources (e.g.,  printed materials, personal interviews, oral reports, forums, **technological forms of  information**). |
| **Independently, students will be able to** | 9.1109  extract information relevant to a specific **purpose.** | 10.1107  extract information relevant to a specific **purpose.** | 11.1117  develop and use procedures to gather information and ideas. |
| 8.197  construct questions about a topic. | | | 11.1118  extract information relevant to a specific **purpose.** |
| 8.198  practice research techniques to obtain information. | | | |
| 8.199  extract information relevant to a specific **purpose.** | | | |

# ENGLISH LANGUAGE ARTS STANDARD THREE

## Students will access, <u>organize</u>, and evaluate information gained by listening, reading, and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **organize**, manipulate, and express the information and ideas relevant to a defined need:

By the end of **grade 10**, using **appropriate text**s, students will be able to

- **organize**, manipulate, and express the information and ideas relevant to a defined need:

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- **With support from the teacher as a resource and facilitator,** students will

  - develop and follow a process for research completion;
  - use technology to **synthesize** information into a meaningful format to express ideas and experiences, and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.

- **Independently,** students will present information which is sufficient in quantity and depth to achieve a specific **purpose**, avoiding plagiarism.

- develop and follow a process for research completion;
- use technology to **synthesize** information into a meaningful format to express ideas and experiences, and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics;
- present information which is sufficient in quantity and depth to achieve a specific **purpose**, avoiding plagiarism.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Organization, Manipulation, And Expression

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| **With teacher guidance, students will be able to**<br>8.1100 use the research process<br>  -topic selection (choose and specify)<br>  -focus questions<br>  -research focus areas<br>  -use organizational strategy (e.g., note cards, outlining)<br>  -write rough drafts<br>  -revise and edit<br>  -cite sources<br>  -final copy.<br>8.1101 use current technology to **synthesize** information into a meaningful format to express ideas and experiences, and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.<br>**Independently, students will be able to**<br>8.1102 present information which is sufficient in quantity and depth to achieve a specific **purpose**, avoiding plagiarism. | Students will be able to<br><br>9.1110 develop and follow a process for research completion.<br>9.1111 use technology to **synthesize** information into a meaningful format to express ideas and experiences and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.<br>9.1112 present information which is sufficient in quantity and depth to achieve a specific **purpose**.<br>9.1113 produce work without **plagiarizing**. | Students will be able to<br><br>10.1108 develop and follow a process for research completion.<br>10.1109 use technology to **synthesize** information into a meaningful format to express ideas and experiences and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.<br>10.1110 present information which is sufficient in quantity and depth to achieve a specific **purpose**.<br>10.1111 produce work without **plagiarizing**. | Students will be able to<br><br>11.1119 formulate a statement of controlling **purpose**.<br>11.1120 develop and follow a process for research completion.<br>11.1121 paraphrase, summarize, and quote accurately.<br>11.1122 produce work without **plagiarizing**.<br>11.1123 use technology to **synthesize** information into a meaningful format to express ideas and experiences.<br>11.1124 create **texts** which employ drawings, graphs, diagrams, photographs, videos, and graphics.<br>11.1125 present information which is sufficient in quantity and depth to achieve a specific **purpose**. |

# ENGLISH LANGUAGE ARTS STANDARD THREE

## Students will access, organize, and <u>evaluate</u> information gained by listening, reading, and viewing.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **evaluate** both sources and information:
  - **With support from the teacher as a resource**

By the end of **grade 10**, using **appropriate texts**, students will be able to

- **evaluate** both sources and information:

**and facilitator,** students will

- select sources which are authoritative;
- **analyze** sources and information for accuracy, bias, stereotypes, and validity.

- **Independently,** students will

- interpret information as **appropriate** to a specific **purpose**;
- formulate logical conclusions based upon information relevant to a specific **purpose**.

- select sources which are authoritative;
- **analyze** sources and information for accuracy, bias, stereotypes, and validity;
- interpret information as **appropriate** to a specific **purpose**;
- formulate logical conclusions based upon information relevant to a specific **purpose**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Evaluation

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| **With teacher assistance, students will be able to** | Students will be able to | Students will be able to | Students will be able to |
| 8.1103　select sources which are authoritative. | 9.1114　select sources which are authoritative. | 10.1112　select sources which are authoritative. | 11.1126　select sources which are authoritative. |
| 8.1104　**analyze** sources for accuracy, bias, stereotypes, and validity. | 9.1115　**analyze** sources and information for accuracy, bias, stereotypes, and validity. | 10.1113　**analyze** sources and information for accuracy, bias, stereotypes, and validity. | 11.1127　**analyze** sources and information for accuracy, bias, stereotypes, and validity. |
| **Independently, Students will be able to** | 9.1116　interpret information as **appropriate** to a specific **purpose**. | 10.1114　interpret information as **appropriate** to a specific **purpose**. | 11.1128　interpret information as **appropriate** to a specific **purpose**. |
| 8.1105　interpret information as **appropriate** to a specific **purpose**. | 9.1117　formulate logical conclusions based upon information relevant to a specific **purpose**. | 10.1115　formulate logical conclusions based upon information relevant to a specific **purpose**. | 11.1129　formulate logical conclusions based upon information relevant to a specific **purpose**. |
| 8.1106　formulate logical conclusions based upon information relevant to a specific **purpose**. | 9.1118　evaluate the research experience. | 10.1116　evaluate the research experience. | 11.1130　evaluate the research experience. |

# ENGLISH LANGUAGE ARTS STANDARD FOUR

## Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, *using literature appropriate for age, stage, and interests*, students will be able to

- connect their

**By the completion of Grade 10,** *using literature appropriate for age, stage, and interests*, students will be able to

- connect their own **experience** to those of literary characters by

  - explaining the reasons for a character's actions;
  - responding to the sensory, intellectual, and emotional elements of

own **experience** to those of literary characters by

- explaining the reasons for a character's actions;
- responding to the sensory, intellectual, and emotional elements of literature;
- relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions and disabilities;
- identifying with characters based on a clear understanding of motivation *and situation*;
- relating incidents in the **text** to life's experiences;
- relating the **theme** of literary **text** and **media** to personal experiences;
- seeking other literary **texts** and **media** as the result of a literary experience.

literature;

- relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities;
- identifying with characters based on a clear understanding of motivation and situation;
- relating incidents in the **text** to life's experiences;
- relating the **theme** of literary **text** and **media** to personal experiences;
- seeking other literary **texts** and **media** as the result of a literary experience.

**By the completion of Grade 10,** *using literature appropriate for age, stage, and interests*, **students will be able t**

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The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Connections With Characters

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.1107 explain the reasons for a character's actions. | 9.1119 explain the reason(s) for a character's actions. | 10.1117 explain the reasons for a character's actions. | 11.1131 explain character motivation. |
| 8.1108 respond to sensory, intellectual, and emotional elements of literature. | 9.1120 respond to the sensory, intellectual, and emotional elements of literature. | 10.1118 respond to the sensory, intellectual, and emotional elements of literature. | 11.1132 respond to the sensory, intellectual, and emotional elements of literature. |
| 8.1109 relate to the feelings of characters of varying ages, genders, races, nationalities, cultures, religions, and disabilities. | 9.1121 relate to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities. | 10.1119 relate to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities. | 11.1133 relate to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities. |
| 8.1110 identify with characters based on a clear understanding of motivation and situation. | 9.1122 identify with characters based on a clear understanding of motivation and situation. | 10.1120 identify with characters based on a clear understanding of motivation and situation. | 11.1134 identify with characters based on a clear understanding of motivation and situation. |
| 8.1111 relate incidents in the **text** or **media** to life's experiences. | 9.1123 relate incidents in the **text** to life's experiences. | 10.1121 relate incidents in the **text** to life's experiences. | 11.1135 relate incidents in the **text** to life's experiences. |
| 8.1112 relate the **themes** of literary **text** and **media** to personal experiences. | 9.1124 relate **themes** of literary **text** and **media** to personal experiences. | 10.1122 relate **themes** of literary **text** and **media** to personal experiences. | 11.1136 relate **themes** of literary **text** and **media** to personal experiences. |
| 8.1113 seek other literary **texts** and **media** as the result of a literary experience. | 9.1125 seek other literary **texts** and **media** as the result of a literary experience. | 10.1123 seek other literary **texts** and **media** as the result of a literary experience. | 11.1137 seek other literary **texts** and **media** as the result of a literary experience. |
| | | | 11.1138 compare characters within a selection and between literary works. |

# ENGLISH LANGUAGE ARTS STANDARD FOUR

## Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, *using literature appropriate for age, stage, and interests*, students will be able to

- respond to

By the completion of **Grade 10**, *using literature appropriate for age, stage, and interests*, students will be able to

- respond to literary **text** and **media** using interpretive, critical, and evaluative processes by

  - making inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**;

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literary **text** and **media** using interpretive, critical, and evaluative processes by

- making inferences about content, events, characters, setting, and author's **purpose**;
- *identifying the effect* of **literary devices** such as **figurative language**, allusion, diction, dialogue, description;
- *interpreting the impact* of authors' decisions such as word choice, style, content, and literary elements;
- recognizing **literary merit**;
- understanding the differences between **genre**s and the *author's intent in choosing a particular genre;*
- *identifying the effect* of **point of view**.

- *interpreting the effect* of **literary devices** such as **figurative language**, allusion, diction, dialogue, description;
- *evaluating the impact* of authors' decisions such as word choice, style, content, and literary elements;
- recognizing **literary merit**;
- understanding the differences between **genres** and the author's intent in choosing a particular **genre**;
- *explaining the effect* of **point of view**.

**By the completion of Grade 10,** *using literature appropriate for age, stage, and interests,* **students will be able t**

):// www.doe.state.de.us/DPIServices/Desk_Ref/ELA.htm                    3/21/02

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

# PERFORMANCE INDICATORS
## Response To Literary Text And Media

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.1114 make inferences about content, events, characters, setting, and author's **purpose**.<br>8.1115 identify the effect of **literary devices** (e.g., word choice, content).<br>8.1116 interpret the impact of authors' decisions such as word choice, style, content, and literary elements.<br>8.1117 recognize **literary merit**.<br>8.1118 understand the differences among **genres** and the author's intent in choosing a particular **genre**.<br>8.1119 identify the effect of **point of view**. | 9.1126 make inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**.<br>9.1127 understand that a single **text** will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective.<br>9.1128 interpret the effect of **literary devices** (e.g., **figurative language**, allusion, diction, dialogue, description).<br>9.1129 evaluate the impact of the author's decisions (e.g., word choice, style, content, literary elements).<br>9.1130 recognize **literary merit**.<br>9.1131 understand the differences between **genres** and the author's intent in choosing a particular **genre**.<br>9.1132 explain the effect of **point of view**. | 10.1124 make inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**.<br>10.1125 understand that a single **text** will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective.<br>10.1126 interpret the effect of **literary devices** (e.g., **figurative language**, allusion, diction, dialogue, description).<br>10.1127 evaluate the impact of the author's decisions (e.g., word choice, style, content, literary elements).<br>10.1128 recognize **literary merit**.<br>10.1129 understand the differences between **genres** and the author's intent in choosing a particular **genre**.<br>10.1130 explain the effect of **point of view**. | 11.1139 make inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**.<br>11.1140 understand that a single **text** will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective.<br>11.1141 interpret the effect of **literary devices** (e.g., **figurative language**, allusion, diction, dialogue, description).<br>11.1142 evaluate the impact of the author's decisions (e.g., word choice, style, content, literary elements).<br>11.1143 **analyze** the ways in which the attitudes, events, and values of an era shape an author's **text**.<br>11.1144 evaluate **literary merit** and provide support.<br>11.1145 understand the differences between **genres** and the author's intent in choosing a particular **genre**.<br>11.1146 explain the effect of **point of view**. |

# ENGLISH LANGUAGE ARTS STANDARD FOUR

## Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

## END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, *using literature appropriate for age, stage, and interests*, students will be able to

By the completion of **Grade 10**, *using literature appropriate for age, stage, and interests*, **students will be able to**

- demonstrate an appreciation for a broad range of

- demonstrate an appreciation for a broad range of

**culturally diverse literary texts and media** created by historical, modern, and contemporary authors through

- responding to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;
- responding to literary **texts** representative of various historical periods ranging from the ancient world to the present;
- responding to **texts** representative of world literature.

- apply knowledge gained from literature as a basis for understanding **self and society** by

  - using literature as a resource for shaping decisions;
  - using literature as a resource for understanding social and political issues.

**culturally diverse literary texts and media** created by historical, modern, and contemporary authors through

- responding to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;
- responding to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present;
- responding to literary **texts** and **media** representative of world literature.

- apply knowledge gained from literature as a basis for understanding **self and society** by

  - using literature as a resource for shaping decisions;
  - using literature as a resource for understanding social and political issues.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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# PERFORMANCE INDICATORS
## Connection of Self With Society And Culture

| Grade Eight | Grade Nine | Grade Ten | Grades Eleven and Twelve |
|---|---|---|---|
| Students will be able to | Students will be able to | Students will be able to | Students will be able to |
| 8.1120   respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.<br>8.1121   respond to literary **texts** representative of various historical periods ranging from the ancient world to the present.<br>8.1122   respond to **texts** representative of world literature.<br>8.1123   use literature as a resource for shaping decisions.<br>8.1124   use literature as a resource for understanding social issues. | 9.1133   respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.<br>9.1134   respond to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present.<br>9.1135   respond to literary **texts** and **media** representative of world literature.<br>9.1136   use literature as a resource for shaping decisions.<br>9.1137   use literature as a resource for understanding social and political issues. | 10.1131   respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.<br>10.1132   respond to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present.<br>10.1133   respond to literary **texts** and **media** representative of world literature.<br>10.1134   use literature as a resource for shaping decisions.<br>10.1135   use literature as a resource for understanding social and political issues. | 11.1147   respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.<br>11.1148   respond to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present.<br>11.1149   respond to literary **texts** and **media** representative of world literature.<br>11.1150   use literature as a resource for shaping decisions.<br>11.1151   use literature as a resource for understanding personal, social and political issues. |

# GLOSSARY

**analogy**      A comparison of two or more similar objects.

**analyze**      To separate a thing into its parts and then examine each part closely.

**active voice**   Writing which indicates that the subject of a verb is doing something.

**ambiguity**     Having two or more possible meanings thus making the writing unclear.

**appropriate**    (1) In terms of language use, *appropriate* is the language which best serves the speaker/writer's purpose with the intended audience.
(2) In terms of selection of reading material and literature, the concept of *appropriateness* involves numerous important factors (e.g., the complexity of the text; subject matter with which students can identify; the correlation between the students' experiences, strategies, skills, concepts, and vocabulary and those which are required in order for students to construct the meaning of the text successfully and

fluently).

**assimilate**    To take in or comprehend completely.

**audience**    The person or persons to whom written or oral communication is addressed.

**authentic tasks**    Activities that ask students to do something they might have to do in the course of their lives, or to apply certain knowledge and/or skills to situations they might actually encounter.

**critical thinking**    Exercising careful judgment.

**critique**    A critical examination of a piece of literature, writing, or art in order to assess its value as judged against an established set of standards.

**deductive reasoning**    The process of starting with a general idea/statement and reasoning to a specific point or conclusion.

**divergent thinking**    The ability to elaborate and expand in order to generate new ideas or alternative interpretations of given information.

**documentation**    Written evidence of sources of information used in text.

**fluently**    Reading orally with minimal hesitations.

**figurative language**    Individual or groups of words that connect an idea to something new to create an understandable image for a reader.

**genre**    Kind of literature based on its style, form, and content.

**graphic organizers**    Charts, graphs, boxes, etc., printed to aid in the development of writing.

**inductive reasoning**    The process of starting with specific details or facts and reasoning to a generalization.

**literary devices**    Words or phrases which define specific vocabulary unique to writing.

**literary merit**    A value judgment of text based on specific qualities (e.g., subject matter, content, style).

**media**    Means of mass communication (e.g., newspapers, magazines, television, films).

**modes of development** Strategies or manners for thinking and developing ideas, e.g.,
- Cause and effect—detailing the connection between a result and the event(s) that preceded it.
- Classification—grouping objects together based on their similarities.
- Comparison—identifying and explaining the similarities present in two subjects (topics).
- Contrast—identifying and explaining the differences between two subjects.
- Definition—identifying the class/category in which an object belongs and then showing (delineating) how the object's unique characteristics distinguish it from other members of the same class/category.
- Description—creating a vivid impression of the topic so the reader can visualize it easily.
- Evaluation—making a value judgment that is supported by evidence.
- Exemplification—using specific illustrations/experiences to clarify the topic.
- Narration—telling a story or telling about an event (real or fictional).

**oral texts**    A form of communication that triggers the auditory sense.

**parallel structure**    The repetition of phrases or sentences that are similar in meaning and structure.

**passive voice**    Writing in which the subject of the sentence is the receiver of the action.

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**plagiarizing**           Presenting someone else's ideas as your own; cheating by copying another's ideas.

**point of view**          The perspective from which an author chooses to tell a story (e.g., first person, third person, omniscient).

**primary sources**        Origins of authentic firsthand information (e.g., interviews, questionnaires, observations, diaries, autobiographies, historical documents).

**purpose**                The writer/speaker's specific intention (e.g., to inform, to persuade, to express oneself), called "function by some scholars.

**reading strategies**     Methods used by a reader to promote comprehension and retention of the text (e.g., KWL, mapping, graphic organizers, SQ3R, association, context clues).

**rhetorical forms**       The full spectrum of options available to the speaker or writer.  Considerations for the forms which discourse might take include, but are not limited to, genre, subject matter, situation, audience, convention, context.

**secondary sources**      Origins of secondhand information (e.g., books, magazines).

**self-evaluation**        The process by which  writers or speakers judge the value of  their own work based on a set of standards.

**synthesize**             To combine parts from various sources into something new.

**technological forms of information**
                           Data obtained from such sources as the Internet, electronic data bases, etc.

**technologies**           Devices which include but are not limited to pen, pencil and paper, audio and video materials, typewriters, word processors, computers, interactive devices, and telecommunication.

**text**                   Any language-based communication, whether written, spoken, audio or video taped, or transmitted electronically.

**theme**                  A central idea in oral or written text or in a form of media.

**thesis statement**       A sentence containing the purpose, intent, or main idea of  a piece of writing.

**transitions**            Units of writing which connect paragraphs or direct logical flows of  thought from sentence to sentence and paragraph to paragraph.

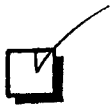**voice**                  An author's natural, personal style of writing.

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