



English Language Arts Core Curriculum (Prekindergarten–Grade 12)

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Joseph McAnanama UFT Teacher Center Literacy Coach New York City School District 31	Louisa Kramer-Vida, Ed.D. District Supervisor: English Language Arts Reading and Library/Media Oyster Bay-East Norwich School District
Alisha Bahrmann First-Grade Teacher Schalmont Central School	Karen L. Markoff Director of Curriculum and Staff Development Syracuse City School District
Linda Carr Supervisor of The Literacy Center, Retired Capital Region BOCES	Deborah A. Moriarity Reading Coordinator Syracuse City School District
Andrew Coffey ESL Instructor Schenectady City Schools	Judith K. Rothstein English Supervisor, Retired Guilderland Central School District
Regina Derrico English Department Team Leader Williamsville Central School District	Judith (Jude) Smith Fourth-Grade Teacher Arlington Central School District
John Harmon Humanities Curriculum Coordinator Skaneateles Central School District	Francine Stayter Elementary Education and Reading SUNY at Oneonta
Kathleen Hinchman Associate Professor and Chair Reading and Language Arts Center Syracuse University	Brian Stumbaugh English Department Chairperson Voorheesville Central School District
Pamela Humphrey Teacher Center / Literacy Coach New York City School District 9	Elizabeth Carson-Tompkins Teacher of English/ELA North Salem Central School District
Donna Smith Kemp Classroom Teacher Peru Central School District	Trudy Walp Instructor, Reading Department University at Albany
Michelle Kolceski Reading Specialist Jamesville-DeWitt Central School District	

English Language Arts (ELA)

INTRODUCTION

This *English Language Arts Core Curriculum* (2005) is a standards-based document that provides an additional level of specificity to the learning standards for English language arts adopted by the New York State Board of Regents in 1996. It respects the tradition of local choice in New York State that empowers educators to select texts, identify products, and use a rich array of instructional strategies and activities to meet student learning needs. This core curriculum is designed to provide assistance, while allowing for creativity, in the development of local instructional materials. This revision of the core curriculum is in response to the federal *No Child Left Behind* (NCLB) mandate for specificity of performance indicators in grades 3–8. This created an opportunity for New York State not only to expand the level of specificity for prekindergarten–grade 12 but to present together material from both the *Early Literacy Guidance: Prekindergarten–Grade 3* and the *English Language Arts Resource Guide with Core Curriculum*.

Educators are encouraged to use this core curriculum document to align local curricula to the grade-by-grade performance indicators as designated under New York State’s learning standards and key ideas. In addition to subject-specific knowledge and understandings, there are some crosscutting capabilities that are common to all fields and that contribute to successful participation in school, work, family, and community. Such essential skills have been articulated in the report of the U.S. Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS) and are included in the Universal Foundation Skills found in the *Regents-adopted Learning Standards for Career Development and Occupational Studies*.

PHILOSOPHY

State Education Department staff and educators from across the State who collaborated in the development, review, and subsequent revision of this core curriculum did so on the basis of shared beliefs. These beliefs are reflected in *the English Language Arts Core Curriculum*, which

- Integrates with other State Education Department curriculum guidance materials, such as *Preliminary Draft Framework for English Language Arts*, *Learning Standards for English Language Arts*, *English Language Arts Resource Guide with Core Curriculum*, *Early Literacy Guidance*, *Closing the Gap—Teacher to Teacher*, *Essential Elements of Learning*, and the *New York State Testing Program Grades 3–8*
- Recognizes that English language arts learners must be exposed to regular and varied opportunities to read
- Guides students to read a minimum of 25 books or the equivalent, per year, across all content areas and all standards
- Guides students to write at least 1,000 words, per month, across all content areas and all standards
- Guides students to listen and to speak on a daily basis
- Recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening, and speaking competencies
- Supports the recursive nature of language arts development across the continuum, from prekindergarten through grade 12
- Affirms that all students are able to achieve competency in the presence of skilled instruction, adequate time for learning, varied and/or specialized resources, and additional support as needed
- Recognizes that equity in and access to technology and other resources must be ensured at State, regional, and local levels and enhances the development of critical literacy competencies

- Reflects an understanding of the developmental needs of students as they work to achieve competency in language arts
- Focuses on students as active learners, responsible for and knowledgeable about their own learning

The State Education Department is proud of its tradition of involving New York State teachers in a variety of curriculum guidance initiatives related to each of the seven learning standard areas and State assessments. Over the years, thousands of New York's teachers have worked with the Education Department to develop New York's learning standards, resource guides with core curriculum, statewide professional development modules, test items, and scoring procedures for State assessments. More recently, teachers have played an important role in reviewing curriculum guidance materials and Regents examinations prior to statewide use.

The Education Department values teachers' expert opinions in guiding this important work, encourages increased involvement, and has issued a [Call for Expertise](#) to solicit teacher/educator interest in state-level work. See www.emsc.nysed.gov/ciai/callela.htm

DEFINITIONS

Learning Standard

A learning standard is an established level or degree of quantity, value, or quality. New York State learning standards are defined as the knowledge, skills, and understandings that individuals can, and do, habitually demonstrate over time—as a consequence of instruction and experience.

New York State English Language Arts Learning Standards

Standard 1: Students will read, write, listen, and speak for **information and understanding**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for **literary response and expression**

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen, and speak **for social interaction**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Key Ideas

Key ideas are listed as the receptive language skills of listening and reading and as the expressive language skills of writing and speaking.

Core Performance Indicators

Core performance indicators are descriptions of student achievement: what students should know and be able to do in prekindergarten–grade 12 as a result of skilled instruction. Core performance indicators are those performance indicators that are common to all four English language arts standards.

Literacy Competencies

The prekindergarten–grade 3 literacy competencies have been incorporated into this core curriculum without modification from the *Early Literacy Guidance* document. In 2002, through the federal Reading First grant, the New York State Education Department is addressing the goal that all children will be able to read by the end of third grade. The *Early Literacy Guidance* document played a significant role in the successful awarding of this grant to New York State.

Grade-Specific Performance Indicators

Grade-specific performance indicators are descriptions of student achievement: what students should know and be able to do in prekindergarten–grade 12 as a result of skilled instruction. Grade-specific performance indicators are specific competencies for each key idea within each learning standard.

HOW TO USE THIS GUIDE

This revised edition (2005) of the *English Language Arts Core Curriculum* provides an increased level of specificity for each of the four English language arts learning standards. This level of specificity is delineated for each grade, prekindergarten–grade 12. This guide is organized into three grade configurations. Each grade configuration includes core performance indicators, literacy competencies, and grade-specific performance indicators.

• **Core Performance Indicators:** Core performance indicators are common to all four English language arts standards, according to the following grade configurations:

PreK– K–1	2–3–4	5–6	7–8	9–10–11–12
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• **Literacy Competencies:** Each grade describes the literacy competencies that are organized by the four key ideas of language and literacy: reading, writing, listening, and speaking.

• **Grade-Specific Performance Indicators:** These performance indicators are organized under each key idea within each learning standard. Each key idea is defined through the presentation of grade-specific performance indicators: what students need to know and be able to do as a result of skilled instruction. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations. Students are expected to reach proficiency at the grade level in which a performance indicator is first listed.

As educators develop and align their English language arts curricula for each grade, core performance indicators, literacy competencies, and grade-specific performance indicators must be addressed holistically.

NEXT STEPS

This document is the first step in a full revision of the *English Language Arts Resource Guide with Core Curriculum*. Over time, additional curriculum guidance materials will become available as part of the current initiative to update the English Language Arts Resource Guide with Core Curriculum.

Literacy competencies for prekindergarten–grade 8 are presented in this document. Literacy competencies for grades 9–12 are under development and will be posted online when available.

RELATED WEBSITES

For information regarding updated guidance materials, resources, and policies, please visit the following

websites periodically:

- www.emsc.nysed.gov/3-8/home.html
The [Latest News on Grades 3–8 Testing](#) in English Language Arts website provides current information on the ELA grade-by-grade performance indicators and the New York State Testing Program.
- www.emsc.nysed.gov/ciai
The Curriculum, Instruction and Instructional Technology (CIIT) website provides quick access to each of New York State’s seven learning standards areas. This site includes general descriptions of the learning standards, the English Language Arts Resource Guide with Core Curriculum, news items, and links to related resources. Information specific to English language arts (ELA) is available by clicking on the Shakespeare logo. See www.emsc.nysed.gov/ciai/ela.html
- <http://vls.nysed.gov/vls>
The [New York State Education Department’s Virtual Learning System](#) (VLS) presents the definitive set of New York State’s learning standards and their respective key ideas and performance indicators, as well as the alternate performance indicators for students with severe disabilities. VLS offers resources to classroom teachers to support prekindergarten–grade 12 standards-based instruction. Other teaching resources, including those from the New York State Library and Archives and Public Broadcasting Services, are available as well.
- www.emsc.nysed.gov
The Office of Elementary, Middle, Secondary and Continuing Education (EMSC) website offers direct links to its offices, the Board of Regents, and the school report card sites. The EMSC site provides recent and archived communications to the field regarding SED policy, speeches and presentations by the Deputy Commissioner, directories, newsletters, and monthly Regents materials. Links to curriculum and general education resources, including VESID and the ESL Network, the [No Child Left Behind Act](#) (NCLB), funding opportunities, and other related items are included. See www.emsc.gov/deputy/NCLBhome.htm

Grades 9–12**Core Performance Indicators:** common to all four ELA standards

Throughout grades 9, 10, 11, and 12, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none"> • Identify the purpose for reading • Adjust the reading rate according to the purpose for reading • Determine the meaning of unfamiliar words by using classroom and other resources • Distinguish between dictionary meaning and implied meaning of the writer's words • Follow the logic of compound/complex sentence structure • Use knowledge of punctuation to assist in comprehension • Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast) • Recognize the organizational format, such as hierarchical, chronological, and cause/effect • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension • Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles • Maintain a personal reading list to reflect reading accomplishments <p>Listening</p> <ul style="list-style-type: none"> • Listen respectfully and responsively • Recognize the use and impact of effective language • Demonstrate appropriate body language as a listener • Identify own purpose for listening • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people <p>Speaking</p> <ul style="list-style-type: none"> • Respond respectfully • Initiate communication with peers and adults in the school and local community • Use a presentational format appropriate for the audience and purpose • Use the conventions of standard spoken English appropriate to the message and 	<p>Writing</p> <ul style="list-style-type: none"> • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings • Identify the intended audience • Use tone and language appropriate to the audience and purpose • Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing) • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Write clear, concise sentences • Observe the rules of punctuation, capitalization, and spelling <ul style="list-style-type: none"> - punctuation of simple and compound sentences, dialogue, titles of articles - capitalization of words such as proper adjectives, titles of persons, and words in quotes - spelling of commonly misspelled words, homonyms, content-area vocabulary • Use correct grammatical construction <ul style="list-style-type: none"> - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear
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<p>audience</p> <ul style="list-style-type: none">• Apply delivery techniques such as voice projection and demonstrate physical poise• Use nonverbal communication techniques to help disclose message• Use visual aids and props effectively• Respond to the audience's reaction and adapt presentation• Establish and maintain eye contact with audience	<p>antecedents</p> <ul style="list-style-type: none">• Use dictionaries, thesauruses, and style manuals• Use an organizational format that provides direction, coherence, and/or unity• Use computer technology to create, manipulate, and edit text
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Grade 11 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>The grade-specific performance indicators that grade 11 students demonstrate as they learn to read include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school, public, and academic library resources for information and research • Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - use workplace documents and technical manuals • Identify and evaluate the reliability and validity of informational sources • Check the consistency of hypothesis with given information and assumption • Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives <ul style="list-style-type: none"> - monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension • Read literary criticism to increase comprehension and appreciation of literary texts <ul style="list-style-type: none"> - use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge • Compare a film, video, or stage version of a literary work with the written version

	<ul style="list-style-type: none"> • Read literary texts aloud to convey an interpretation of the work • Interpret multiple levels of meaning and subtleties in text <ul style="list-style-type: none"> - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form opinions and make judgments about the validity of interpretive texts • Analyze and evaluate nonfiction <ul style="list-style-type: none"> - identify text structure, using supports such as graphic organizers - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings - identify the particular kinds of language used in particular texts • Analyze and evaluate fiction, including the effect of diction and figurative language <ul style="list-style-type: none"> - use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological • Select, reject, and reconcile ideas and information in light of biases • Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts • Consider the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication
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Grade 11 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to <i>write</i> include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Analyze and integrate data, facts, and ideas to communicate information • Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards • Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - create social, historical, and/or cultural context - create multiple levels of meaning • Write interpretive and responsive essays of approximately three to five pages to <ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author’s use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - use literary criticism to expand personal analysis of the literary text - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights • Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts

	<ul style="list-style-type: none">• Maintain a portfolio that includes literary, interpretive, and responsive writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Develop critiques from more than one perspective, such as historical, cultural, and social• Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience• Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements• Use telecommunication to participate in Listserv discussion groups• Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)• Respect age, gender, and cultural traditions of the recipient
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Grade 11 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to listen include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews • Anticipate the speaker’s points and assess their validity • Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas • Recognize appropriate voice, tone, diction, and syntax <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects • Respond to authors’ reading and discussing their works • Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text • Identify how format and language are used in presentations to communicate the author’s message and evoke a response • Recognize how presentation style affects the emotional response of listeners • Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Determine points of view, clarify positions, make judgments, and form opinions • Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations • Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker’s conclusion • Recognize the use of protocols and traditional practices in interviewing and other forms of speaking • Evaluate the impact of the medium on the message

	<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for multiple levels of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker’s uniqueness
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Grade 11 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>The grade-specific performance indicators that grade 11 students demonstrate as they learn to speak include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations to a variety of audiences on a range of informational topics • Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners • Anticipate and respond to the listener’s points of view • Give directions and explain complex processes • Ask and respond to probing and challenging questions to acquire information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements • Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics • Present reasons, examples, and details from sources such as reviews of books, plays, and

	<p>interviews to defend opinions and judgments</p> <ul style="list-style-type: none">• Modify content and presentation strategies on the basis of audience response during presentation• Respond to constructive criticism• Use visuals and technology to enhance presentation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Speak informally with familiar and unfamiliar people, individually and in group settings• Respect the age, gender, social position, and cultural traditions of the listener• Use social communication in workplace settings to foster trust and build goodwill• Respond respectfully
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