

Tennessee English Language Arts Standards

English IV

Standard 1- Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard English and its conventions?

Course Level Expectations

CLE 3005.1.1 Demonstrate control of Standard English through grammar, usage, and mechanics.

CLE 3005.1.2 Employ strategies for analyzing, interpreting, and effectively utilizing vocabulary, jargon, idioms, and allusions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.1.1** Edit and revise all written work for errors in grammar, punctuation, mechanics by consulting print or electronic handbooks.
- ✓ **3005.1.2** Practice the elements, abbreviations, symbols, etc. of print and electronic dictionaries and thesauruses and utilize through practice/application in written work.
- ✓ **3005.1.3** Use a print and/or electronic dictionary to determine the meaning and usage of an unfamiliar word while reading and to maintain a glossary for the work.
- ✓ **3005.1.4** Apply dictionary skills to determine the etymology of words and relate these to similar words through a word tree or other graphic organizer.
- ✓ **3005.1.5** Use a print and/or electronic thesaurus to determine synonyms for a word and select the best word for the purpose in revision.
- ✓ **3005.1.6** Use roots, affixes, and cognates and use to define unfamiliar words.
- ✓ **3005.1.7** Use context clues to determine the meaning of an unfamiliar word, including words and phrases from other languages, while reading.

✓ **3005.1.8** Use common idioms and literary, classical, and biblical allusions.

✓ **3005.1.9** Use common quantitative, technical, and mathematical terms.

State Performance Indicators

SPI 3005.1.1 Apply usage rules appropriately in communication including correct subject/verb agreement, pronoun agreement, pronoun case, active and passive voice, indicative and subjunctive mood.

SPI 3005.1.2 Apply rules of spelling and capitalization to all written communication.

SPI 3005.1.3 Apply rules of punctuation including the correct use of apostrophes, commas, semicolons, and colons in all written communication.

SPI 3005.1.4 Utilize print and electronic resource materials to determine definition, pronunciation, etymology, spelling, and usage of unfamiliar words.

SPI 3005.1.5 Use roots, affixes, and cognates to determine meaning of unfamiliar words.

SPI 3005.1.6 Determine appropriate meaning of unfamiliar, context-dependent words, phrases, or statements from figurative and somewhat technical contexts.

SPI 3005.1.7 Identify meaning of common idioms, as well as literary, classical, and biblical allusions, and use them effectively in oral and written communication.

SPI 3005.1.8 Recognize nuances in meanings of words and choose language according to audience and purpose to enhance communication most effectively.

SPI 3005.1.9 Comprehend and communicate quantitative, technical, and mathematical information.

Standard 2: Communications

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in the workplace, school, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in the workplace and in leisurely pursuits?

Course Level Expectations

CLE 3005.2.1 Give and follow spoken instructions to perform specific tasks, to answer questions, or to solve problems.

CLE 3005.2.2 Summarize information presented orally by others.

CLE 3005.2.3 Paraphrase information presented orally by others.

CLE 3005.2.4 Identify the thesis of a speech and determine the essential elements that elaborate it.

CLE 3005.2.5 Analyze the ways in which the style and structure of a speech support or confound its meaning or purpose.

CLE 3005.2.6 Make oral presentations that

- exhibit a logical structure appropriate to the audience, context and purpose;
- group related ideas and maintain a consistent focus;
- include smooth transitions;
- support judgments with sound evidence and well chosen details;
- make skillful use of rhetorical devices;
- provide a coherent conclusion;
- employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively.

CLE 3005.2.7 Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, write or critique a proposal, solve a problem, make a decision), including the following:

- posing relevant questions;
- listening with civility to the ideas of others;
- extracting essential information from others' input;
- building on the ideas of others and contributing relevant information or ideas in group discussions;
- consulting texts as a source of ideas;

- gaining the floor in respectful ways;
- defining individuals' roles and responsibilities and setting clear goals;
- acknowledging the ideas and contributions of individuals in the group;
- understanding the purpose of the team project and the ground rules for decision-making;
- maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus;
- tolerating ambiguity and a lack of consensus; and
- selecting leader/spokesperson when necessary.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.2.1** Organize steps and provide details for directions to perform a specific task, e.g., daily planners, work logs, reading journals, etc.
- ✓ **3005.2.2** Follow a set of directions listening for steps and paraphrasing for understanding.
- ✓ **3005.2.3** Listen to a presentation, make a list of the main points, and use to write a summary.
- ✓ **3005.2.4** Listen to a presentation and paraphrase orally what the speaker said.
- ✓ **3005.2.5** Listen to a prepared speech, state the thesis (include the purpose and intended audience) and state the main points.
- ✓ **3005.2.6** Listen to a speech and identify the structure and style.
- ✓ **3005.2.7** Organize and deliver an oral presentation for a specific purpose and audience with focus on effective use of the conventions of oral style.
- ✓ **3005.2.8** Actively participate as a member of a self-directed, goal oriented team working for a particular purpose using effective interpersonal skills.

State Performance Indicators

SPI 3005.2.1 Devise clear and accurate directions and respond appropriately to written and spoken instructions to perform specific tasks, to answer questions or to solve problems.

SPI 3005.2.2 Deliver an oral/written summary of an oral presentation.

SPI 3005.2.3 Deliver an oral/written paraphrase of an oral presentation.

SPI 3005.2.4 State the thesis and the main points of a speech.

SPI 3005.2.5 Evaluate a speech for appropriate structure and style for a specific purpose.

SPI 3005.2.6 Deliver an oral presentation that uses logical structure appropriate to the audience, context and purpose; related ideas and consistent focus; smooth transitions; sound evidence and well chosen details: rhetorical devices; a coherent conclusion; and employs proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.

SPI 3005.2.7 Play an active role in a self-directed work team for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), posing relevant questions; listening with civility to the ideas of others; extracting essential information from others' input; building on the ideas of others and contributing relevant information or ideas in group discussions; consulting texts as a source of ideas; gaining the floor in respectful ways; defining individuals' roles and responsibilities and setting clear goals; acknowledging the ideas and contributions of individuals in the group; understanding the purpose of the team project and the ground rules for decision-making; maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus; tolerating ambiguity and a lack of consensus; and selecting leader /spokesperson when necessary.

Standard 3-Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Course Level Expectations

CLE 3005.3.1 Understand that pre-writing is an integral part of the writing process.

CLE 3005.3.2 Organize an essay or report with a thesis statement and well constructed paragraphs, including a conclusion, which transitions smoothly from beginning to end.

CLE 3005.3.3 Understand the importance of working drafts and the revision process in which support and clarity can be further developed, paying close attention to voice, structure, meaning.

CLE 3005.3.4 Edit one's own and others' work to reflect Standard English.

CLE 3005.3.5 Avoid plagiarism by correctly citing quotations, paraphrases, and summaries from print and electronic sources.

CLE 3005.3.6 Determine how and whether to use technology and media in lieu of, or in addition to, written communications.

CLE 3005.3.7 Utilize basic software programs to present written material and to produce graphics to communicate ideas orally and visually.

CLE 3005.3.8 Write an academic essay that develops a thesis, includes supporting evidence from a variety of sources, and reaches a coherent conclusion.

CLE 3005.3.19 Produce a variety of work-related texts including, but not limited to, memos, emails, resumes, proposals, and applications.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.3.1** Demonstrate how pre-writing activities help generate and organize ideas.

- ✓ **3005.3.2** Demonstrate an understanding of the writing process: pre-writing, drafting, revising, editing, publishing.
- ✓ **3005.3.3** Demonstrate an understanding of the different levels of diction as determined by audience, purpose, and occasion.
- ✓ **3005.3.4** Develop and support a thesis statement.
- ✓ **3005.3.5** Support thesis with documentation and/or personal experience using transitional elements effectively and by varying sentence structure and length.
- ✓ **3005.3.6** Practice various evaluation and revision techniques: self- analysis, peer review, revision checklists, draft comparisons.
- ✓ **3005.3.7** Revise and edit to focus on purpose, organization, development, and style.
- ✓ **3005.3.8** Demonstrate effective writing styles, using appropriate tone, voice, and word choice.
- ✓ **3005.3.9** Design a paper, report or PowerPoint presentation that incorporates technology and media into a written or oral presentation.
- ✓ **3005.3.10** Distinguish between different writing techniques (i.e., email, memo, resume, essay).

State Performance Indicators

SPI 3005.3.1 Use a variety of pre-writing activities—brainstorming, listing, outlining, clustering—appropriate to the assigned work.

SPI 3005.3.2 Use writing process elements and strategies that are appropriate for the assigned task: timed writing, out-of-class compositions, web.

SPI 3005.3.3 Demonstrate the ability to rewrite prose passages to reflect different levels of language (colloquialism, dialect, jargon).

SPI 3005.3.4 Develop cogent and convincing arguments to support valid thesis statements.

SPI 3005.3.5 Support key ideas with well-developed examples and with effective transitional elements.

SPI 3005.3.6 Demonstrate an ability to evaluate and revise writing to clarify thesis and to organize paragraphs.

SPI 3005.3.7 Convey in writing a deliberate style through word choice, point of view, tone, and sentence patterns.

SPI 3005.3.8 Demonstrate the ability to proofread and edit to correct errors in standard grammar, usage, and mechanics.

SPI 3005.3.9 Demonstrate the use of technology and media in conjunction with written essays and reports.

SPI 3005.3.10 Demonstrate the ability to use a variety of software programs in written, oral, and visual communications.

SPI 3005.3.11 Present an academic essay or report that shows a comprehension of Standard English.

SPI 3005.3.12 Demonstrate the ability to produce academic and work-related texts.

Standard 4: Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

CLE 3005.4.1 Define and narrow a problem or research topic.

CLE 3005.4.2 Gather relevant information from a variety of sources, including, but not limited to, print, electronic, interviews, direct observations, and surveys.

CLE 3005.4.3 Distinguish among credible, reliable, consistent resources, especially including information gathered from Web sites.

CLE 3005.4.4 Report findings within certain length and/or time requirements.

CLE 3005.4.5 Write an extended research essay, using primary and secondary sources as support evidence for a clear thesis and correctly document and cite those sources in a standard format.

CLE 3005.4.6 Define plagiarism and understand how to avoid plagiarizing by creating correct in-line MLA style citations and work cited pages.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.4.1** Decide topic and narrow from general to specific.
- ✓ **3005.4.2** Compare different sources.
- ✓ **3005.4.3** Analyze and substantiate the credibility of information.
- ✓ **3005.4.4** Define and understand time constraints.
- ✓ **3005.4.5** Produce a research paper or report.

State Performance Indicators

SPI 3005.4.1 Know the processes needed to define and narrow a research topic for a paper or report.

SPI 3005.4.2 Disseminate and evaluate the relevancy of a variety of source information.

SPI 3005.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information from the Web.

SPI 3005.4.4 Understand, synthesize, and convey findings, written or oral, within a prescribed length or time.

SPI 3005.4.5 Write a research paper or report which incorporates both primary and secondary sources correctly, thus avoiding plagiarism.

SPI 3005.4.6 Demonstrate the ability to format correctly in-line citations for direct quotes, paraphrase, and summary, and to present a work-cited page that corresponds to the citations used.

Standard 5: Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and conclusions appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Course Level Expectations

CLE 3005.5.1 Use skills to critique and employ the logic and structure of an argument.

CLE 3005.5.2 Employ an understanding of common logical fallacies (appeal to pity, personal attack, appeal to common opinion, and the false dilemma) and understand why these fallacies do not prove the point being argued.

CLE 3005.5.3 Understand the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement/understatement in texts and media.

CLE 3005.5.4 Evaluate the structure of a given argument and identify its claims and evidence and connections among evidence, inferences, and claims.

CLE 3005.5.5 Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions.

CLE 3005.5.6 Synthesize rhetorical tools in order to develop an effective argument.

Check for Understanding (Formative / Summative Assessment)

- ✓ **3005.5.1** Use the vocabulary to establish the power of ethos, logos, and pathos as they relate to relevant life experience and written texts, and media.
- ✓ **3005.5.2** Analyze nonprint media commercials and political advertisements to identify clearly the advertisement media's use and abuse of common logical fallacies and ambiguity, contradiction, paradox, irony, incongruities, and overstatement/understatement to endorse sales or votes. Present findings.
- ✓ **3005.5.3** Analyze the effect of personal biases in approaching texts.
- ✓ **3005.5.4** Evaluate the credibility of a flawed character's actions within a literary text. .
- ✓ **3005.5.5** Examine a well constructed argument and identify each claim and the evidence that supports the claim. Note how the argument steadily builds with

each succeeding piece of evidence to prove the thesis. Use inferences and the encoded power of their use.

- ✓ **3005.5.6** Compare a literary text with a nonfiction text or film documentary that addresses the same subject, noting the authors' biases, ambiguities, incongruities, use of overstatement, understatement, and irony.
- ✓ **3005.5.7** Select two media documentaries or films that address the same subject but illustrate opposing sides of a question. Identify the arguments presented in each. Create a chart that evaluates the range and quality of evidence used to support each argument. Dissect incongruities, ambiguities, contradictions, irony, claims, and evidence.
- ✓ **3005.5.8** Synthesize information from multiple sources that reflects quality of evidence pursuit that delineates facts and opinions, inferences and range. Imitate and model effective argument to prove a clear thesis for both written and oral communication.

State Performance Indicators

SPI 3005.5.1 Use the elements of logic (emotional, ethical, and logical appeal) to structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples to create a solution to a problem.

SPI 3005.5.2 Present a persuasive argument through either written or oral communications clearly demonstrating an avoidance of common logical fallacies.

SPI 3005.5.3 Discuss the nature of media manipulation in order to sell products and influence political votes; logically present findings.

SPI 3005.5.3 Evaluate a literary character's ability to accurately weigh evidence and claims, thus crippling the character's ability to apply good logic in decision making.

SPI 3005.5.4 Use specific rhetorical devices to support claims or assertions, address readers' concerns, counter claims, and biases.

SPI 3005.5.5 Read two new pieces of literary text or informational text that address the same subject. Identify the authors' argument validities by examining obvious biases, incongruities, overstatements/understatements, and irony. Present a clear comparison. Make claims, evidence, and convincing commentary to present a clear argument of your analysis in a comparison paper.

SPI 3005.5.6 Create a group presentation that successfully synthesizes the development of an effective argument that utilizes rhetorical devices to construct and present an effective argument.

Standard 6- Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive skill set different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Course Level Expectations

CLE 3005.6.1 Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems.

CLE 3005.6.2 Identify the main ideas of informational texts and determine the essential elements that elaborate them.

CLE 3005.6.3 Summarize, paraphrase, and evaluate complex structure of informational and literary texts, including relationships among concepts, details, and visual components.

CLE 3005.6.4 Demonstrate the ability to interpret, analyze, synthesize, and evaluate written text.

CLE 3005.6.5 Distinguish between a summary and a critique.

CLE 3005.6.6 Demonstrate familiarity with various test formats and procedures to increase proficiency and accuracy.

Check for Understanding (Formative/Summative Assessments)

- ✓ **3005.6.1** Read a wide range of print and nonprint texts of fiction, nonfiction, classic, and contemporary works to build an understanding of texts, of the cultures of the U.S. and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
- ✓ **3005.6.2** Read across the curriculum a variety of practical texts such as ads, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents and contracts.
- ✓ **3005.6.3** Read carefully to identify the characteristics of each type of document.
- ✓ **3005.6.4** Evaluate the way the composition of the informational text, including topic of document/section/paragraph; claims made; facts, anecdotes or other

details used to illustrate topics, supporting evidence; persuasive strategies, and organization and presentation and its personal effects.

- ✓ **3005.6.5** Access a step-by-step informational text to perform a task or complete a project. Students, as a team, synthesize what at first seems disparate points and assemble them into a meaningful, new whole.
- ✓ **3005.6.6** Analyze a text's organizational structure to determine whether it supports or confounds the meaning or purpose.
- ✓ **3005.6.7** Interpret and use information in practical, informational, and technical text
 - summarize and paraphrase
 - evaluate the effectiveness and appropriateness of the graphic and visual components
 - evaluate for clarity, simplicity, and coherence.
- ✓ **3005.6.8** Evaluate production elements used in print and nonprint media (e.g., font, color, layout, graphics, lighting, sound, camera angle) and analyze the effects.
- ✓ **3005.6.9** Demonstrate comprehension at higher levels through written and oral responses that draw conclusions from the evidence found in informational, technical, and literary texts.
- ✓ **3005.6.10** Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.
- ✓ **3005.6.11** Use levels of questioning to gain deeper level of meaning from informational texts or film documentaries.
- ✓ **3005.6.12** Differentiate through classroom activities the difference between plot summary and literary critique.
- ✓ **3005.6.13** Write a variety of short expository compositions concerning literary texts that require student and informational critiques, not plot summary, as evidence.
- ✓ **3005.6.14** Evaluate varied media resources and information for accuracy, validity, and reliability.
- ✓ **3005.6.15** Demonstrate proficiency with use of multiple test formats.

State Performance Indicators

SPI 3005.6.1 Apply online to a college or career and technical institution, on line and in hard copy format, following all directives carefully.

SPI 3005.6.2 Follow a step-by-step instructional packet to create a digital project, either analytical or informative, about a literary text or world issue. Students must follow the instructions with as little teacher input as possible.

SPI 3005.6.3 Analyze newspaper editorials, short scientific articles, or essays from an educational. Write a review that critiques the text's credibility or lack of credibility based upon the author's use of evidence and commentary.

SPI 3005.6.4 Research multiple literary criticisms (at least three) to analyze the author's development of a character in a novel. Present the findings through claims, evidence, and commentary to prove a clear thesis. Illustrate an understanding of summary and paraphrase and citation of sources.

SPI 3005.6.5 Critique a famous speech, other literary texts, or film documentary to interpret, analyze, synthesize, and evaluate.

SPI 3005.6.6 Research, interpret, critique, and synthesize informational and technical sources from print and nonprint sources to create a written or oral presentation.

Standard 7- Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Course Level Expectations

CLE 3005.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (e.g., anecdote, expert witness, vivid detail, tearful testimony, and humor).

CLE 3005.7.2 Evaluate the intersections and conflicts between the visual (such as media images, painting, film, and graphic arts) and the verbal.

CLE 3005.7.3 Recognize how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.

CLE 3005.7.4 Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects—if possible—and present a distinctive point of view on a topic (e.g., PowerPoint presentations, videos).

CLE 3005.7.5 Use graphics for the purpose of interpreting, clarifying, and communicating information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.7.1** Critique the effectiveness of persuasive devices used in a variety of media resources.
- ✓ **3005.7.2** Compare and/or contrast the accuracy, validity, and reliability of a variety of media resources through their treatment of the same event.
- ✓ **3005.7.3** Synthesize and incorporate print and nonprint texts in a variety of oral presentations.
- ✓ **3005.7.4** Discern the advantages and limitations of a variety of media in order to create, to display, and to present information.
- ✓ **3005.7.5** Evaluate production elements in both print and nonprint media (e.g.,

font, color, layout, graphics, lighting, sound, camera angle) and analyze the effects for specific purposes.

- ✓ **3007.7.6** Create and present products incorporating multimedia components for specific audiences and purposes.
- ✓ **3007.7.7** Use a variety of media sources (e.g., PowerPoint, DVDs, CD-ROMS, audio and video cassettes) to conduct research, create and present information.

State Performance Indicators

3005.7.1 Interpret persuasive devices used in print, broadcast, film, and the Internet.

3005.7.2 Present information using appropriate media for the audience and purpose.

3005.7.3 Analyze the impact of production elements (e.g., font, color, layout, graphics, lighting, sound camera angle) on the message.

3005.7.4 Plan and prepare a multimedia presentation for a specific audience and purpose.

Standard 8-Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Course Level Expectations

CLE 3005.8.1 Demonstrate knowledge of foundational works of English literature from the Anglo-Saxon period to the present and make relevant comparisons.

CLE 3005.8.2 Analyze foundational works of English literature for their historical, cultural, social, and literary significance.

CLE 3005.8.3 Analyze and interpret significant works from various literary genres: fiction (novel, short story), literary nonfiction (biography, essay), poetry, drama.

CLE 3005.8.4 Analyze the literary elements, such as setting, plot, theme, characterization and narration, of fiction, literary nonfiction, poetry, and drama, and their roles in conveying meaning.

CLE 3005.8.5 Analyze and evaluate literary techniques, such as structure, tone, point of view, diction, and syntax, and their roles in conveying meaning.

CLE 3005.8.6 Demonstrate knowledge of structure, sound, meter, and other conventions of verse in poetry and their roles in conveying meaning.

CLE 3005.8.7 Interpret how dramatic techniques (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's purpose.

CLE 3005.8.8 Analyze the moral and ethical dilemmas in works of literature, as revealed by characters' motivation and behavior.

CLE 3005.8.9 Explain stated or implied purpose and relationships between characters, events, and themes in one or more work, currently and previously read.

Check for Understanding (Formative/Summative Assessment)

- ✓ **3005.8.1** Explain in writing or discussion how a work interprets and represents specific values and ideas of its time, using textual evidence.

- ✓ **3005.8.2** Connect a work's themes to personal experience or other works through writing or discussion.
- ✓ **3005.8.3** Analyze and evaluate the influence of traditional and mythic literature on later literature and film.
- ✓ **3005.8.4** Choose and employ reading strategies to analyze literary elements and techniques in fiction and nonfiction.
- ✓ **3005.8.5** Explain in writing or discussion the effect of certain literary techniques (including plots, subplots, etc.) on interpretation in fiction and nonfiction, citing textual evidence.
- ✓ **3005.8.6** Employ close reading strategies (e.g., annotating, journaling, graphic organizers) to identify and analyze conventions of poetry.
- ✓ **3005.8.7** Explain in writing or discussion the direct effect of certain poetic conventions on the interpretation of a poem, citing textual evidence.
- ✓ **3005.8.8** Choose and employ reading strategies to analyze dramatic literary techniques in drama.
- ✓ **3005.8.9** Explain in writing or discussion the direct effect of certain dramatic literary techniques on the interpretation of a play, citing textual evidence.
- ✓ **3005.8.10** Use metacognitive skills when reading challenging texts, choosing and utilizing the most appropriate "fix-up" strategies.
- ✓ **3005.8.11** Choose and employ reading strategies to determine characterization in a work.
- ✓ **3005.8.12** Explain in writing or discussion how a character affects interpretation, predict alternative scenarios, and relate to other characters of the work or other works.

State Performance Indicators

SPI 3005.8.1 Recognize the historical, cultural, and societal connections of a literary work to its time period.

SPI 3005.8.2 Recognize the influence of an author's background, biases, gender, environment, and experience on a literary work.

SPI 3005.8.3 Connect personal background knowledge to recognize, analyze, and suspend personal biases brought to a text with emphasis on gender, ethnic origin, environment.

SPI 3005.8.4 Analyze and evaluate the author's use of tone, diction, and syntax to affect meaning in single and/or multiple texts.

SPI 3005.8.5 Evaluate the presence of multiple points of view, and unreliable narrator, or author's bias in a work and evaluate its credibility.

SPI 3005.8.6 Recognize genres of poetry, such as sonnet, elegy, ode, ballad, villanelle, dramatic monologue, and their purposes.

SPI 3005.8.7 Analyze use of structure, tone, diction, and syntax in a poem and their effect on meaning.

SPI 3005.8.8 Analyze a poem's meter, rhythm, and rhyme scheme.

SPI 3005.8.9 Analyze and evaluate use of figurative language in poetry.

SPI 3005.8.10 Analyze and evaluate use of stagecraft to demonstrate a playwright's purpose.

SPI 3005.8.11 Analyze use of dramatic literary conventions such as dramatic irony, soliloquy, monologue, character foil, etc, and of literary theories and their effect on interpretation.

SPI 3005.8.12 Interpret a character's motivation.

SPI 3005.8.13 Draw inferences from one or more selections and authors and support with textual evidence and literary criticism.

SPI 3005.8.14 Describe relationships between and among characters; examine relationships between them and the setting and/or characters.