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| Critical Content | 1.C.5a | a. use questions and predictions to guide reading across complex materials <ul style="list-style-type: none"> • example (critical approaches): consider how various critical theories would interpret a text |
| Critical Content | 1.C.5b | b. analyze and defend an interpretation of text <ul style="list-style-type: none"> • example (critical approaches): use topic, theme, organizational pattern, context and point of view to guide interpretation • example (critical approaches): analyze and defend an interpretation of text by integrating interpretation with text-based support in discussion and writing |
| | 1.C. 5c | c. critically evaluate information from multiple sources <ul style="list-style-type: none"> • example (critical approaches): compare and contrast authors and theorists |
| | 1.C.5d | d. summarize and make generalizations from content and relate them to the purpose of the material <ul style="list-style-type: none"> • example (modern poetry): summarize and make generalizations from the content and relate them to current themes and purposes in literature. • example (African-American writers): synthesize key points and supporting detail to form conclusions about the author's purpose and focus. |

**2. Subject Expectation
(State Goal 2)**

The student will read and understand literature representative of various societies, eras, and ideas.

Essential Learning 1 (Learning Standard A)	Understand how literary elements and techniques are used to convey meaning
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| Critical Content | 2.A.5a | a. analyze and express an interpretation of a literary work <ul style="list-style-type: none"> • example (women in literature): identify and evaluate various literary techniques in the works as appropriate to the literary and historical time period • example (women in literature): explain how the author uses literary techniques to achieve the intended effect |
| | 2.A.5b | b. evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece <ul style="list-style-type: none"> • (example poetry): identify the literary elements of a text, and explain how the author uses these techniques to achieve the intended effect in student teacher interview and/or journal • (example poetry): evaluate the effectiveness of the literary elements in a text |

- 2.A.5c c. analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries
- (example poetry): identify details that reveal the author’s style/form as it relates to purpose of the text
 - (example poetry): demonstrate an understanding of the interrelationships among reader, author, form and text
- 2.A.5d d. evaluate the influence of historical context on form, style and point of view for a variety of literary works
- example (minority literature): evaluate how a text reflects a culture, society, or historical period

Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
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- Critical Content 2.B.5a a. analyze and express an interpretation of a literary work
- example (minority literature): analyze major aspects of a literary work as it relates to its purpose and its time period
 - example (minority literature): evaluate an interpretation by linking the interpretation to specific aspects of the text
- 2.B.5b b. apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives
- example (minority literature): make connections between texts and their cultural environment
 - example (minority literature): demonstrate how a text reflects its time, place and circumstances
 - example (minority literature): make connections to relevant aspects of contemporary and historical American experience

3. Subject Expectation (State Goal 3) The student will write to communicate for a variety of purposes.

Essential Learning 1 (Learning Standard A)	Use correct grammar, spelling, capitalization and structure
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- Critical Content 3.A.5 a. produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences
- example (nonfiction): produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences
 - example (nonfiction): proofread for correct

Essential Learning 2 (Learning Standard B)	Compose well-organized and coherent writing for specific purposes and audiences
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| Critical Content | 3.B.5 | <p>a. using contemporary technology produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p> <ul style="list-style-type: none"> • example (children’s literature): produce a bound, professional-quality children’s book |
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Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| Critical Content | 3.C.5a | <p>a. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation</p> <ul style="list-style-type: none"> • example (children’s literature): adjust voice, tone, vocabulary and grammatical conventions according to both purpose and audience |
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4. Subject Expectation (State Goal 4) The student will listen and speak effectively in a variety of situations.

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.5a | <p>a. deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p> <ul style="list-style-type: none"> • example (nonfiction): organize discussion around concepts appropriate to purpose, audience, and content • example (nonfiction): elaborate ideas through direct reference to text • example (nonfiction): effectively communicate the intended message in presentation and discussion |
| | 4.B.5b | <p>b. use speaking skills to participate in and lead group discussions</p> <ul style="list-style-type: none"> • example (good versus evil): recognize and assume appropriate roles within a group • example (good versus evil): contribute effective |

- information
- example (good versus evil): display good listening skills
- example (good versus evil): analyze information to make appropriate predictions and judgments

5. Subject Expectation (State Goal 5) The student will use the language arts to acquire, assess and communicate information.

Essential Learning 1 (Learning Standard B)	Analyze and evaluate information acquired from various sources
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| Critical Content | 5.B.5a | <ul style="list-style-type: none"> a. evaluate the usefulness of information; synthesize information to support a thesis, and present information in a logical manner in oral and written forms <ul style="list-style-type: none"> • example (critical approaches): defend opinions about text using examples and text-based references |
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