



	Selected vocabulary from literature	Analyze importance of family traditions, culture and heritage	[2004]
	Word Power Chapters 3, 4, 5		ELA2-K1-1E [2004]
	<i>Grammar, Revision and Editing:</i>	Analyze poetic form and messages and distinguish between different forms of poetry, including, but not limited to, sonnet, lyric, elegy, narrative, epic and ode	ELA2-K2-2B [2004]
	Punctuation:		ELA2-K2-2C [2004]
	Comma Usage Rules		ELA2-K2-2D [2004]
	Semi-colon and Colon	<b>WRITING:</b>	ELA3-K1-1D [2004]
	Quotation Marks	Write analytically with an emphasis on character, symbol and themes	ELA3-K2-2B [2004]
		Find and use key quotes and passages from selected literature in an essay	ELA3-K2-2C [2004]
		Generate notes from oral presentations	ELA3-K2-2D [2004]
		Analyze and identify important information pertaining to central ideas from informational and literary passages, as well as various graphics	ELA4-K1-1B [2004]
		Organize ideas and notes into clear T-charts, or other organizational strategy, outlines and finally essays	ELA4-K2-2A [2004]
		Develop a thesis statement and use facts and textual information to support it	ELA2-K2-2A [2004]
		Apply the strategies for informational, persuasive, argumentative writing	ELA3-K1-1A [2004]
		Utilize methods of narrative writing	ELA3-K1-1B [2004]
			ELA3-K1-1C [2004]
			ELA3-K2-2A [2004]
			ELA4-K1-1A [2004]
			ELA4-K1-1C [2004]
			ELA4-K2-2B

Apply universal quotes to the literature studied

Utilize literary and writing elements, such as figurative language, irony, symbolism, allegory and stream of consciousness, when writing creative pieces

**GRAMMAR, REVISION AND EDITING:**

Utilize comma rules including:

1. using comma for items in a series
2. using introductory elements
3. using comma for non-essential material that could be dropped from the sentence without changing the meaning of the sentence.
4. using comma for interrupters
5. using comma in place of a coordinating conjunction
6. using commas around appositives
7. using commas for conventional uses such as dates, addresses, direct quotations, elements in documentation, elements in letters and other uses

Utilize the semi-colon in correct grammatical context, focusing on the basic rules of:

1. using semi-colon as a weak period to connect two complete sentences that are closely related
2. using semi-colon to separate

[2004]

ELA4-K2-2C  
[2004]

two independent clauses

3. using semi-colon to divide items in a list if there are internal commas

Colon

Learn proper use of colon:

1. to introduce a list, definition, quotation or summary

2. for conventional uses - between figures in time references, between titles and subtitles, after salutations in letters, etc.

Quotation Marks

Understand proper uses of quotation marks:

1. direct quotations

2. dialogue

3. minor titles (short stories, essays, short poems, songs, episodes of a TV or radio series, articles) and subdivisions of books

4. Words used in special sense or as irony

Utilize and distinguish formal and academic writing, understanding the difference from e-mail and instant messaging writing

Maintain a portfolio of written work

RESEARCH PAPER:

Develop a controlling idea and thesis statement to focus research in right direction

Distinguish between original controlling idea and the verifiable information

Utilize online resources

Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process of research paper

Know what plagiarism is, how to avoid it, and what the consequences are for plagiarism

Apply rules listed in MLA Style Guide when composing research paper

Identify and evaluate the reliability and validity of sources for the research paper

Evaluate, judge and form opinions based on personal experiences and opinions as well as analysis of literary criticism

			<p><b>VOCABULARY:</b></p> <p>Define, explain and use each assigned word in proper context in discussion and writing</p> <p>Determine definitions through context clues and identify vocabulary in text</p> <p>Learn, use and identify Latin and Greek roots in English language</p> <p>Use computer technology to present projects, type papers and edit text</p> <p>Interact with teacher and fellow classmates using computer technology, via e-mail, teacher-created educational chat room or discussion boards</p> <p>Utilize available technological resources such as overhead projectors, computers with PowerPoint, Inspiration, and other visual programs, DVDs and VCRs, and radios to present ideas, arguments, positions, information about the different literature, including cultural, historical, literary, etc. elements</p>	
Unit 2	<p><b>UNIT TWO: REFLECTING ON SOCIETY</b></p> <p>How do authors portray messages about society and how human nature plays an important role in societal struggles?</p> <p>What is an individual's place in society?</p>	<p><i>Required Full Length Works:</i> <u>Lord of the Flies</u></p> <p><i>Required Short Stories:</i> "The Balek Scales;" "The Pen of My Aunt;" "By the Waters of Babylon"</p> <p><i>Required Poetry:</i></p> <p><i>Required Writing:</i></p>	<p><b>LITERATURE:</b></p> <p>Identify character traits and find examples of those traits in literature</p> <p>Determine parallels between fictional society of boys in Lord of the Flies and the real world</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p>

How do characters challenge pre-existing societies?	1) A writing assignment that requires students to apply the skills of a Regents Task 2 essay 2) A persuasive essay 3) Descriptive essay, presentation or creative writing piece	Examine and discuss how and when to challenge what is unfair	ELA1-K1-1F [2004]
How are characters able to either triumph over society or are defeated by the society in which they live?		Recognize how human nature plays an important role in societal struggles	ELA1-K2-2A [2004]
How does war affect both the fictional characters and individuals in the modern world?	<i>Literature-based Research Paper</i> using library resources, specifically literary criticism (replaces writing assignment 3)	Identify and understand the allegorical nature of literature selections	ELA1-K2-2B [2004]
Why do revolutions occur?		Identify various literary and writing elements used in selected novels, short stories and poetry such as historical fiction, allegory, symbol, figurative language, dramatic irony, point of view, setting, theme and characterization	ELA1-K2-2C [2004]
How do both fictional characters and individuals in society abuse power?	<i>Vocabulary:</i> Selected vocabulary from literature Word Power Chapters 6, 7, 8		ELA1-K2-2D [2004]
How are the themes of justice and loyalty presented in literature?	<i>Grammar, Revision and Editing:</i>	<b>WRITING:</b>	ELA1-K2-2E [2004]
Does society shape a person or do people shape society?	Parts of Speech - adjectives and adverbs (comparative/superlative)	Generate notes from oral presentations	ELA1-K2-2F [2004]
What does it mean when love and/or justice triumphs over hatred?	pronoun usage possessive nouns review homonyms	Identify important information pertaining to central ideas from informational and literary passages, as well as various graphics	ELA2-K1-1A [2004]
		Organize ideas and notes into clear T-charts, graphic organizers, outlines and finally essays	ELA2-K1-1B [2004]
		Use descriptive devices such as imagery, simile, metaphor, personification to write a descriptive essay	ELA2-K1-1C [2004]
		Share descriptive essays in small group discussion, while respecting the gender, social position and cultural traditions of the listener	ELA2-K1-1D [2004]
			ELA2-K1-1F [2004]
			ELA2-K2-2B [2004]
			ELA2-K2-2C [2004]
			ELA2-K2-2D [2004]
			ELA3-K1-1A [2004]
			ELA3-K2-2A [2004]
			ELA3-K2-2B [2004]

	Apply universal quotes to the literature studied	ELA3-K2-2D [2004]
	Use quotes and evidence from literature to prove thesis statement	ELA4-K1-1B [2004]
	<b>GRAMMAR, REVISION AND EDITING:</b>	ELA4-K2-2A [2004]
	Review all parts of speech with special emphasis on correct usage of:	ELA1-K1-1E [2004]
	Possessive nouns; Adjectives and Adverbs (comparative/superlative); and pronouns (indefinite/nominative/objective)	ELA2-K1-1E [2004]
	Maintain a portfolio of all written work	ELA2-K2-2A [2004]
	<b>RESEARCH PAPER:</b>	ELA3-K1-1B [2004]
	Utilize online resources	ELA3-K1-1C [2004]
	Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process of research paper	ELA3-K1-1D [2004]
	Apply rules listed in MLA Style Guide when composing research paper	ELA3-K2-2C [2004]
	Develop a controlling idea and thesis statement to focus research in right direction	ELA4-K1-1A [2004]
	Distinguish between original controlling idea and the verifiable information	ELA4-K1-1C [2004]
	Know what plagiarism is, how to avoid it, and what the consequences are for plagiarism	ELA4-K2-2B [2004]
		ELA4-K2-2C [2004]

			<p>Identify and evaluate the validity of sources for research paper</p> <p>Evaluate, judge and form opinions based on personal experiences and opinions as well as analysis of literary criticism</p> <p><b>VOCABULARY:</b></p> <p>Learn, use and identify Latin and Greek roots in English language</p> <p>Determine definitions through context clues and identify vocabulary in text</p> <p>Define, explain and use each assigned word in proper context in discussion and writing</p> <p>Use computer technology to present projects, type papers and edit text</p>	
Unit 3	<p><b>UNIT 3: EXPLORING HUMAN NATURE THROUGH RELATIONSHIPS</b></p> <p>What are the different types of love?</p> <p>How can relationships be destructive?</p>	<p><i>Required Full Length Works: A Raisin in the Sun</i></p> <p>It is recommended to teach one full length optional work if there is time. It is required for the advance class.</p>	<p><b>LITERATURE:</b></p> <p>Reflect and analyze role students' play in their own relationships</p>	<p><b>ELA1-K1-1A [2004]</b></p> <p><b>ELA1-K1-1B [2004]</b></p> <p><b>ELA1-K1-1C [2004]</b></p> <p><b>ELA1-K1-1D</b></p>

What are the painful and joyful effects of emotional ties?	<i>Required Short Stories:</i>	Make inferences while reading	[2004]
What are the expectations and/or responsibilities that come with emotional ties?	"The Californian's Tale;" "Metonymy, or The Husband's Revenge;" "The Bear;"	Analyze the different types of relationships people have	ELA1-K1-1E [2004]
What does it mean to be a hero? What is a Hemingway Hero?	<i>Required Poetry:</i>	Identify themes and how they relate to the plot of the story as well as to modern world events	ELA1-K1-1F [2004]
How do fictional characters and individuals in society "isolate" themselves?	"Tonight I Can Write;" Shakespeare's "Sonnets 18 & 30"		ELA1-K2-2A [2004]
	<i>Required Writing:</i>	Understand use of Christian symbolism in <u>Old Man and the Sea</u>	ELA1-K2-2B [2004]
	1) A writing assignment that requires students to apply the skills of a Regents Task 3 essay 2) an analytical essay 3) compare/contrast essay		ELA1-K2-2C [2004]
	<i>Literature-based Research Paper</i> using library resources, specifically literary criticism (replaces writing assignment 3)	Explore the "coming of age" theme and realities that one must face about him/herself in <u>A Separate Peace</u>	ELA1-K2-2D [2004]
	<i>Vocabulary:</i>	Identify various literary and writing elements used in novels, short stories and poetry such as figurative language, imagery, tone, point of view, setting, theme, symbolism and characterization	ELA1-K2-2E [2004]
	Selected vocabulary from literature		ELA1-K2-2F [2004]
	Word Power Chapters 10-15	Use evidence from selected literature to defend ideas and present arguments	ELA2-K1-1B [2004]
	<i>Grammar, Revision and Editing:</i>	Explore theme of loss of innocence by analyzing the effect of World World II on boys turning 18 in <u>A Separate Peace</u>	ELA2-K1-1C [2004]
	Subject-verb agreement		ELA2-K1-1D [2004]
	Pronouns with clear antecedents	Analyze and identify theme of isolationism in <u>The Old Man and the Sea</u>	ELA2-K1-1E [2004]
		Identify characteristics of a Hemingway Hero	ELA2-K2-2B [2004]
			ELA2-K2-2C [2004]
			ELA2-K2-2D [2004]
			ELA3-K1-1A [2004]
			ELA3-K1-1B [2004]
			ELA3-K1-1C

				[2004]
			<b>WRITING:</b>	ELA3-K2-2A [2004]
			Write analytically with an emphasis on character, symbolism and themes	ELA3-K2-2B [2004]
			Find and use key quotes and passages from selected literature in an essay	ELA3-K2-2C [2004]
			Generate notes from oral presentations	ELA3-K2-2D [2004]
			Analyze text and identify important information pertaining to central ideas from informational and literary passages, as well as various graphics	ELA4-K1-1A [2004]
			Organize ideas and notes into clear T-charts, or other organizational strategy, outlines and finally essays	ELA4-K1-1B [2004]
			Develop a thesis statement and use facts and textual information to support it	ELA4-K2-2B [2004]
			Utilize methods of narrative writing	ELA2-K1-1A [2004]
			Apply universal quotes to the literature studied	ELA2-K1-1F [2004]
			Utilize literary and writing elements when writing creative pieces, such as figurative language, irony, symbolism, allegory and stream of consciousness	ELA2-K2-2A [2004]
			<b>RESEARCH PAPER:</b>	ELA3-K1-1D [2004]
			Develop a controlling idea and thesis statement to focus research in right direction	ELA4-K1-1C [2004]
			Distinguish between original controlling idea and the verifiable information	ELA4-K2-2A [2004]
				ELA4-K2-2C [2004]

Apply rules listed in MLA Style Guide when composing research paper

Utilize online resources

Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process of research paper.

Know what plagiarism is, how to avoid it, and what the consequences are for plagiarism

Identify and evaluate the reliability and validity of sources for the research paper

Evaluate, judge and form opinions based on personal experiences and opinions as well as analysis of literary criticism

#### GRAMMAR, REVISION AND EDITING:

Recognize and use correct subject/verb agreement, specifically:

1. Indefinite pronouns  
(pronouns that do not refer to a specific person, place or thing) are: always singular (each, either, neither, -one, -body, etc.); always plural (several, few, both, many, etc.)

2. Verb tenses: use past and

			<p>present verb forms correctly</p> <p>Maintain a portfolio of all written work</p> <p><b>VOCABULARY:</b></p> <p>Define, explain and use each assigned word in proper context in discussion and writing</p> <p>Determine definitions through context clues and identify vocabulary in text</p> <p>Learn, use and identify Latin and Greek roots in English language</p> <p>Use computer technology to present projects, type papers and edit text</p>		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p><b>UNIT 4: MOMENTS OF TRUTH</b></p> <p>How do characters achieve an important understanding about both life and themselves?</p> <p>How can appearances be deceptive?</p> <p>How can circumstances and conditions help determine what matters most in life?</p> <p>What is the importance of democracy?</p> <p>What is more important - going along with the crowd or facing fears and doing what one knows is right?</p> <p>How do writers use tone and mood to portray certain themes?</p> <p>What is an allegory, fable and satire?</p> <p>Why do we read Shakespeare? Why is his language, expression and timeliness of themes so important?</p> <p>How do Shakespeare's themes relate to issues in the modern world?</p>	<p><i>Required Full Length Works:</i> <u>Animal Farm</u>; <u>Macbeth</u></p> <p><i>Required Short Stories:</i> "Two Friends;" "The Magical Rebellion of the Rabbits;" "A White Heron"</p> <p><i>Required Poetry:</i> "Mourn Not the Dead;" "Out, Out...;"</p> <p><i>Required Writing:</i> 1) Regents Task IV - The Critical Lens 2) One of the following: narrative, persuasive, compare/contrast or analytical 3) A writing that ties into the theme of the unit, which can include either a personal narrative, persuasive essay, project, or creative writing piece</p> <p><i>Vocabulary:</i> Selected vocabulary from literature Word Power chapters 16-20</p> <p><i>Grammar, Revision and Editing:</i> Sentence Structures - Varied sentence structure; subordinate conjunctions; parataxis; active voice vs. passive voice; complex and compound sentences</p> <p><i>Literature-based Research Paper</i> using library resources, specifically literary criticism (replaces writing assignment 3)</p>	<p><b>LITERATURE:</b></p> <p>Make inferences while reading</p> <p>Identify themes and how they relate to plot of the story as well as to modern world events</p> <p>Track character development through note-taking strategies</p> <p>Identify political allegory and how it contributes to author's overall meaning</p> <p>Analyze literature to determine how people achieve an important understanding about both life and themselves</p> <p>Identify the characteristics of Shakespearean theater</p> <p>Identify various literary and writing elements used in selected literature such as allegory, fable, satire, figurative language, symbolism, theme and characterization</p> <p>Identify various dramatic elements such as act, scene, aside, soliloquy, chorus</p> <p>Use evidence from selected literature to defend ideas and present arguments</p> <p>Decipher Shakespearean</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2C</p>

	language	[2004]
	Compare and contrast allegorical significance of various poems, songs, short stories and full length works	ELA2-K2-2D [2004]
	Learn propaganda terms and identify propaganda in literature	ELA3-K1-1D [2004]
	<b>WRITING:</b>	ELA3-K2-2A [2004]
	Write analytically with an emphasis on character, theme, allegory, and symbolism	ELA3-K2-2B [2004]
	Find and use key quotes and passages from selected literature in an essay	ELA3-K2-2C [2004]
	Identify important information pertaining to central ideas from informational and literary passages, as well as various graphics	ELA3-K2-2D [2004]
	Organize ideas and notes into clear T-charts, or other organizational strategy, outlines and finally essays	ELA4-K2-2A [2004]
	Develop a thesis statement and use facts and textual information to support it	ELA4-K2-2B [2004]
	Apply universal quotes to the literature studied	ELA1-K2-2A [2004]
	<b>GRAMMAR, REVISION AND EDITING:</b>	ELA2-K1-1A [2004]
	Improve sentence structure by:	ELA2-K2-2A [2004]
	1. Utilizing subordinate	ELA3-K1-1A [2004]
		ELA3-K1-1B [2004]
		ELA3-K1-1C [2004]
		ELA4-K1-1A [2004]
		ELA4-K1-1B [2004]
		ELA4-K1-1C [2004]
		ELA4-K2-2C

[2004]

conjunctions (such as after, although, before, in order that, whenever, while, until, etc.) to avoid over use of compound sentences and to eliminate stringy sentences;

2. Utilizing parataxis (semicolon sentences) to join closely related sentences for dramatic effect, emphasis or contrast

3. Recognizing the difference between active voice vs. passive voice

Maintain a portfolio of all written work

#### RESEARCH PAPER:

Utilize online resources

Apply rules listed in MLA Style Guide when composing research paper

Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process of research paper

Know what plagiarism is, how to avoid it, and what the consequences are for plagiarism

Identify and evaluate the reliability and validity of sources for the research paper

Evaluate, judge and form opinions based on personal experiences and opinions as well as analysis of literary criticism

Develop a controlling idea and thesis statement to focus research in right direction

Distinguish between original controlling idea and the verifiable information

**VOCABULARY:**

Define, explain and use each assigned word in proper context

Learn, use and identify Latin and Greek roots in English language

Interact with teacher and fellow classmates using computer technology, via e-mail, teacher-created educational chat room or discussion boards

Utilize available technological resources such as overhead projectors, computers with PowerPoint, Inspiration and other visual programs, DVDs and VCRs, and radios to present ideas.

<b>Key to Standards used in this Map</b>			
<p><b>ELA1-K1-1A [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses. [Commencement]</p> <p><b>ELA1-K1-1B [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - synthesize information from diverse sources and identify complexities and discrepancies in the information. [Commencement]</p> <p><b>ELA1-K1-1C [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts. [Commencement]</p> <p><b>ELA1-K1-1D [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - make distinctions about the relative value and significance of specific data, facts, and ideas. [Commencement]</p> <p><b>ELA1-K1-1E [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make perceptive and well developed connections to prior knowledge. [Commencement]</p> <p><b>ELA1-K1-1F [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate writing strategies and presentational features that affect interpretation of the information. [Commencement]</p> <p><b>ELA1-K2-2A [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects. [Commencement]</p> <p><b>ELA1-K2-2B [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - present a controlling idea that conveys an individual perspective and insight into the topic. [Commencement]</p> <p><b>ELA1-K2-2C [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast. [Commencement]</p> <p><b>ELA1-K2-2D [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument. [Commencement]</p> <p><b>ELA1-K2-2E [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect. [Commencement]</p> <p><b>ELA1-K2-2F [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively. [Commencement]</p> <p><b>ELA2-K1-1A [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and view independently and fluently across many genres of literature from many cultures and historical periods. [Commencement]</p> <p><b>ELA2-K1-1B [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work. [Commencement]</p> <p><b>ELA2-K1-1C [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work. [Commencement]</p> <p><b>ELA2-K1-1D [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - understand how multiple levels of meaning are conveyed in a text. [Commencement]</p> <p><b>ELA2-K1-1E [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud expressively to convey a clear interpretation of the work. [Commencement]</p> <p><b>ELA2-K1-1F [2004]</b> [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition. [Commencement]</p> <p><b>ELA2-K2-2A [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge. [Commencement]</p> <p><b>ELA2-K2-2B [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - produce literary interpretations that explicate the multiple layers of meaning. [Commencement]</p>			

**ELA2-K2-2C [2004]** [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect. [Commencement]

**ELA2-K2-2D [2004]** [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English skillfully and with an individual style. [Commencement]

**ELA3-K1-1A [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism. [Commencement]

**ELA3-K1-1B [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poes elements of a short story and the elements of 'naturalist fiction' to evaluate a modern story). [Commencement]

**ELA3-K1-1C [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (E.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length). [Commencement]

**ELA3-K1-1D [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate and compare their own and others work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important. [Commencement]

**ELA3-K2-2A [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses. [Commencement]

**ELA3-K2-2B [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position. [Commencement]

**ELA3-K2-2C [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience. [Commencement]

**ELA3-K2-2D [2004]** [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate. [Commencement]

**ELA4-K1-1A [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners needs and skillfully addressing them. [Commencement]

**ELA4-K1-1B [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation. [Commencement]

**ELA4-K1-1C [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service. [Commencement]

**ELA4-K2-2A [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - use a variety of print and electronic forms for social communication with peers and adults. [Commencement]

**ELA4-K2-2B [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - make effective use of language and style to connect the message with the audience and context. [Commencement]

**ELA4-K2-2C [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups. [Commencement]