

Map: **ELA Grade 11** Grade Level: **11**District: **Island Trees**Created: **11/09/2007** Last Updated: **11/09/2007**

| | Essential Questions | Content | Skills | Standards/PIs |
|--------|---|---|--|--|
| Unit 1 | <p>UNIT 1 ORIGINS AND ENCOUNTERS: EARLY AMERICAN LITERATURE</p> <p>How is the nature of good and evil portrayed in literature?</p> <p>How does literature of the past illustrate to us the struggles of today, such as those for equality, freedom, independence?</p> <p>How do literary and writing elements such as imagery, characterization, and point of view help the reader to gain an understanding and personal connection to the literature?</p> <p>What is the definition of a hero and how are these heroes depicted in literature? Are all heroes cut from the same mold?</p> <p>What role can environment play in the lives of both fictional characters and individuals of today's world?</p> <p>How are the roots of the American Dream depicted in early American literature?</p> <p>How can we best extract essential information from a text for incorporation into writing?</p> <p>How can we best listen to a</p> | <p>Required Full Length Works: <i>The Crucible</i>, Summer Reading for Advanced and Regents Level Students: <i>Ordinary People</i>, Summer Reading for Regents Prep Level Students: <i>Heroes</i></p> <p>Required Writing: (Three developed pieces)</p> <p>1)Regents Task IV - The Critical Lens with a focus on 2 of the following novels: <i>Ordinary People</i>, <i>They Cage the Animals at Night</i>, <i>Lord of the Flies</i>, <i>To Kill a Mockingbird</i></p> <p>2)Task I of the Regents Essays (Listening Task)</p> <p>Required Review</p> <p>Review of themes, literary devices, characters and plot of <i>They Cage the Animals at Night</i>, <i>Lord of the Flies</i> and <i>To Kill a Mockingbird</i></p> <p>Vocabulary: Selected vocabulary found in <i>The Crucible</i>.</p> | <p>Literature:</p> <p>Identify the major elements of a drama including stage direction, use of props, importance of dialogue, and structure</p> <p>Demonstrate a clear understanding of and utilize characterization methods</p> <p>Recognize how the Puritan religion influenced not only the history of America, but early American literature as well</p> <p>Identify various literary and writing elements used in selected literature such as figurative language, flashback, imagery, irony, point of view, setting, theme, and characterization</p> <p>Identify and explain the original idea behind the American Dream</p> <p>Compare and contrast a film or stage version of a literary work with the written version</p> <p>Writing:</p> <p>Generate notes from oral presentations</p> <p>3)While reading <i>The Crucible</i>, students should</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-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [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-K2-2B</p> |

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| | <p>passage and extract relevant information? How can we best incorporate this information into an essay that fits the standards of a well written Task 1 listening essay?</p> <p>What is the best way to interpret a quote and apply two works of literature that relate to the quote? How can we best construct a well written critical lens Task 4 essay?</p> | <p>Grammar, Revision, and Editing (nouns, adjectives - comparative/superlative, adverbs, indefinite pronouns - indefinite/nominative/objective, conjunctions - coordinating/subordinating, prepositions and prepositional phrases, and interjections)</p> | <p>write a character essay. For instance, John Proctor as a hero or anti-hero?</p> <p>STUDENTS MUST REVISE AT LEAST 1 PIECE OF WRITING</p> <p>Identify important information pertaining to central ideas from informational and literary passages, as well as various graphics</p> <p>Organize ideas and notes into clear outlines and finally essays</p> <p>Utilize methods of persuasive writing</p> <p>Apply universal quotes to the literature studied</p> <p>Utilize literary and writing elements when writing creative pieces</p> <p>Vocabulary:</p> <p>Define, explain, and use each assigned word in proper context</p> <p>Grammar, Revision, and Editing:</p> <p>Identify parts of speech and apply conventions to writing and editing</p> <p>Develop a controlling idea and thesis statement to focus writing in right direction</p> | | <p>[2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA3-K2-2D [2004]</p> |
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| | | | <p>Present personal opinions using such devices as voice, tone, volume, pitch, rate, body language, rhyme, and rhythm to enhance response</p> <p>Listen and respond to corrective criticism</p> | |
| Unit 2 | <p>UNIT 2 THE CHANGING FACE OF AMERICA: INDIVIDUALISM AND CONFLICT</p> <p>How does literature display the obstacles which prevented Americans of the 1920s and 1930s from reaching the American Dream?</p> <p>How does literature present the need for all individuals to have dreams?</p> <p>What characteristics can be used to describe "The Roaring Twenties," and how are these traits depicted in <i>The Great Gatsby</i>?</p> <p>What effect does setting have on the major themes of a literary work?</p> <p>What were the hopes, fears, concerns, and ideals of the Americans of the 19th and early twentieth century as depicted in literature?</p> | <p>Required Full Length Works:</p> <p><i>Regents Level Students: The Great Gatsby</i></p> <p><i>Regents Prep Level Students: Of Mice and Men</i></p> <p>Required Writing: (Three developed pieces)</p> <p>Regents Tasks II and III</p> <p>Vocabulary: Selected vocabulary from literature</p> <p>Grammar, Revision, and Editing: (Varied sentence structure simple/compound and complex sentences, adjective, adverb, and noun clauses)</p> <p>Final Regents Preparation</p> <p>Review of Regents Tasks I, II, III, and IV</p> | <p>Literature:</p> <p>Examine the hardships of Americans during the 1920s and 1930s as depicted in literature</p> <p>Identify various literary and writing elements used in selected literature such as figurative language, flashback, imagery, irony, allegory, foreshadowing, symbolism, point of view, setting, theme, and characterization</p> <p>Identify and explain the American Dream of the late 1800s to early 1900s</p> <p>Demonstrate the universal need for dreams, companionship, and hope as displayed in literature</p> <p>Compare and contrast a film or stage version of a literary work with the written version if time allows</p> <p>Writing:</p> <p>Character essay based on a character in the novel. For instance, Gatsby</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-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> |

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| <p>How did American writers react to the changes in and the diversity of the American experience?</p> <p>How do literary and writing elements such as imagery, characterization, and point of view help the reader to gain an understanding and personal connection to the literature?</p> <p>How can we best extract relevant information from a chart and passage in order to incorporate the information into a well written Regents Task 2 essay?</p> <p>Why do author's use literary devices?</p> <p>How can we best formulate a controlling idea between 2 passages and write a well written Regents Task 3 essay?</p> | <p>Admirable or loathsome? Tracing the growth of friendship between Lenny and George</p> <p>STUDENTS MUST REVISE AT LEAST 1 WRITING PIECE</p> <p>Generate notes from oral presentations</p> <p>Identify important information pertaining to central ideas from informational and literary passages, as well as various graphics</p> <p>Organize ideas and notes into clear T-charts, outlines, and final essays</p> <p>Utilize methods of persuasive writing</p> <p>Apply universal quotes to the literature studied</p> <p>Utilize literary and writing elements when writing creative pieces</p> <p>Analyze key quotes in literary works essential to an understanding of major themes</p> <p>Analyzing poems and short</p> | <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA3-K2-2D [2004]</p> |
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works for a controlling idea

Vocabulary: Define, explain, and use each assigned word in proper context

Grammar, Revision, and Editing:

Manipulate sentences to vary sentence structure by using simple, compound, and complex sentences

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

Present personal opinions using such devices as voice, tone, volume, pitch, rate, body language, rhyme, and rhythm to enhance response

Listen and respond to corrective criticism

Regents Review

Solidification of skills integral to Regents Task I - IV (Ideally 2 weeks prior to

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| | | | examination) | | |
| Unit 3 | <p>UNIT 3 THE AMERICAN DREAM OF THE MODERN AGE: ILLUSION OR REALITY</p> <p>How had immigration and industrialization changed the way Americans lived during the mid 20th century?</p> <p>How did under-represented writers find a voice in America?</p> <p>How does a person's environment affect his/her perspective?</p> <p>How can dreams both complete and destroy the individual?</p> <p>Why is family and heritage vital to the success of the American Dream?</p> <p>What is the role of individualism in 20th century American Literature?</p> <p>How can we use analytical writing to unlock the deeper meanings in literature?</p> | <p>Required Nonfiction Works (choose 2 of the following 4 groupings):</p> <p>All works are found in the textbook</p> <p>1. Focus on English as the Official Language: "From the Case for the Official English" by S.I. Hayakawa (p. 1062) AND "Why Fear Spanish?" by Carlos Alberto Montaner (p. 1066)</p> <p>2. Focus on Women's Rights: "Sisterhood" by Gloria Steinman (p. 984) AND "A Mother's Choice" by Anna Quindlen (p. 992)</p> <p>3. Focus on Racism: "My Dungeon Shook" by James Baldwin (p. 792) AND "A Gathering of Heros" by Gregory Williams (p. 1119)</p> <p>4. Focus on the Effects of War on Soldiers: "To America: Letters Home from Vietnam" by George Olsen (p. 945) AND "Why Soldiers Won't Talk" by John Steinbeck (p. 924)</p> <p>Required Short Fiction Works (for focus on tying themes together):</p> <p>Choose 1 of the 2 groupings:</p> | <p>Identify various literary and writing elements used in selected literature such as flashback, imagery, irony, foreshadowing, symbolism, setting, theme, suspense, climax, allusion, and characterization</p> <p>Recognize and apply the following poetic elements to personal writing and/or poetic analysis: alliteration, assonance, consonance, free verse, imagery, lyric poetry, metaphor, mood, narrative poetry, onomatopoeia, repetition, rhyme scheme, simile, blank verse</p> <p>Explain how the American dream has changed and become one of materialism</p> <p>Make inferences while reading</p> <p>Examine the growth and influence of women writers in both poetry and prose</p> <p>Analyze key quotes in literary works essential to an understanding of major themes</p> <p>Analyze the alienation, uncertainty, and disillusionment that the post World War and surge of materialism brought upon the common man as seen in literature</p> <p>Identify important</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-K2-2A [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-K1-1A [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> |

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| | | | information pertaining to central ideas from informational and literary passages, as well as various graphics | ELA2-K2-2A [2004] |
| | | 1. Focus on divorce/relationships: "The End of Something" by Ernest Hemingway (p. 829) AND "Here We Are" by Dorothy Parker (p. 836) | Participate in all stages of the writing process, including brainstorming, outlining, writing and editing | ELA2-K2-2B [2004] |
| | | 2. Focus on Violence: "Hostage" by Joyce Carol Oates (p. 1099) AND "The Legend" by Garrett Hongo (p. 1108) | Utilize the MLA format for all written pieces | ELA2-K2-2C [2004] |
| | | Required Works for Focus on Theme and Criticism: | Vocabulary: | ELA2-K2-2D [2004] |
| | | Choose 2 of 3 | | ELA3-K1-1A [2004] |
| | | 1. "Song of Myself" by Walt Whitman (p. 316) | Define, explain, and use each assigned word from the literature in proper context | ELA3-K1-1C [2004] |
| | | 2. "A Rose for Emily" by William Faulkner (p. 393) | | ELA3-K1-1D [2004] |
| | | 3. "I Stand There Ironing" by Tillie Olsen (p. 642) | | ELA3-K2-2B [2004] |
| | | Vocabulary: | | ELA3-K2-2C [2004] |
| | | Selected vocabulary from literature | Grammar, Revision, and Editing: | ELA4-K1-1B [2004] |
| | | Grammar, Revision, and Editing (comma and semi-colon, parallelism, subject-verb agreement, tense agreement throughout writing) | Use comma and semi-colon where punctuation rules seem appropriate in student writing, use proper sentence structure and verb tense | ELA4-K2-2B [2004] |
| | | Literature Based | Research Paper: | ELA3-K2-2D [2004] |

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| | | <p>Responses:</p> <p>1. Personal Response to one set of required non fiction works, utilizing quotations from those works and using MLA format</p> <p>2. Mini Research Paper (2-3 pages) based on one set of required non fiction works and teacher supplied article based on the topic being focused on. MLA format must be utilized</p> <p>3. Connecting Themes Through Writing: Written response tying the 2 short fiction works together, utilizing the MLA format</p> <p>4. Tying Theme and Criticism Together: Written analysis of selected short work using teacher provided criticism, utilizing MLA format</p> | <p>Utilize online resources</p> <p>Locate, access, evaluate, organize, analyze, integrate, and communicate throughout all stages of the writing process of the research paper</p> <p>Apply rules listed in MLA Style Guide when composing research paper</p> <p>Identify the meaning and consequences of plagiarism</p> <p>Develop a controlling idea and thesis statement to focus research in right direction</p> <p>Present personal opinions using such devices as voice, tone, volume, pitch, rate, body language, rhyme, and rhythm to enhance response</p> <p>Listen and respond to corrective criticism</p> | | |
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| | Essential Questions | Content | Skills | Standards/PIs |
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| Unit 4 | <p>UNIT 4 INTERNAL AND EXTERNAL STRUGGLE OF THE INDIVIDUAL IN SOCIETY</p> <p>How has the nature of the family and socioeconomic diversities affected individuals in society?</p> <p>Why does Hamlet have trouble facing adulthood, and what does this fear reflect about our society?</p> <p>Like many authors throughout time, Shakespeare dwells partly on the pain of love in Hamlet. Why is painful love so often intertwined with good literature. What is its never ending appeal to readers?</p> <p>What is the nature of greed in Hamlet? What does this tell us about the nature of man? What does this tell us about our society?</p> <p>How can we use analytical writing to unlock the deeper meanings in literature?</p> | <p>Required Full Length Work: <i>Hamlet</i></p> <p>Required Short Stories found in the textbook: Choose 2 of the following 3:</p> <ol style="list-style-type: none"> "The Shawl" by Cynthia Ozick "The Yellow Wallpaper" by Charlotte Perkins Gilman (p. 606) "Story of an Hour" by Kate Chopin (p. 624) <p>Required Writing:</p> <ol style="list-style-type: none"> Major Research Paper based on Hamlet Short Essay based on the symbolism found in one of the required short stories <p>Vocabulary:</p> <p>Selected vocabulary from literature</p> <p>Grammar, Revision, and Editing: (Parallel structure and consistent verb tenses in writing; varying sentence structure)</p> | <p>Explain how setting is a great influence on both characters in literature as well as individuals of today</p> <p>Identify various literary and writing elements used in selected literature such as figurative language, flashback, imagery, irony, mood, foreshadowing, symbolism, point of view, setting, theme, stream of consciousness, colloquial language, internal/external conflict, and characterization</p> <p>Devise an oral presentation using information gathered from individuals of various ages and ethnicities</p> <p>Write poems utilizing literary and writing elements modeled in literary work</p> <p>Make inferences while reading</p> <p>Listen to presentations and apply information to literature and written response</p> <p>Writing:</p> <p>Generate notes from oral presentations</p> | <p>ELA1-K1-1A [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-K2-2A [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-K1-1A [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-K2-2A</p> |

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| | Identify important information pertaining to central ideas from informational and literary passages, as well as various graphics | [2004] |
| | | ELA2-K2-2B [2004] |
| | | ELA2-K2-2C [2004] |
| | Participate in all stages of the writing process, including brainstorming, outlining, writing and editing | ELA2-K2-2D [2004] |
| | | ELA3-K1-1B [2004] |
| | | ELA3-K1-1C [2004] |
| | Utilize the MLA format for all written pieces | ELA3-K1-1D [2004] |
| | | ELA3-K2-2A [2004] |
| | Utilize literary and writing elements when writing creative pieces | ELA3-K2-2B [2004] |
| | | ELA3-K2-2C [2004] |
| | Vocabulary: | ELA4-K1-1A [2004] |
| | Define, explain, and use each assigned word from the literature in proper context | ELA4-K1-1B [2004] |
| | | ELA4-K1-1C [2004] |
| | Grammar, Revision, and Editing: | ELA4-K2-2A [2004] |
| | Apply parallel structure and correct verb tenses and varying sentence structure to enhance writing | ELA4-K2-2B [2004] |
| | | ELA4-K2-2C [2004] |
| | | ELA3-K2-2D [2004] |
| | Research Paper: | |

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| | | | | Utilize online resources | | |
| | | | | Locate, access, evaluate, organize, analyze, integrate, and communicate throughout all stages of the writing process of the research paper | | |
| | | | | Apply rules listed in MLA Style Guide when composing research paper | | |
| | | | | Identify the meaning and consequences of plagiarism | | |
| | | | | Develop a controlling idea and thesis statement to focus research in right direction | | |
| | | | | Determine different points of view to understand positions taken and opinions while listening to research presentations | | |
| | | | | Participate as listeners, encourage the speaker, withhold judgment and appreciate the speaker's uniqueness | | |

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| | | | <p>Present personal opinions using such devices as voice, tone, volume, pitch, rate, body language, rhyme, and rhythm to enhance response</p> <p>Listen and respond to corrective criticism</p> | | |
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Key to Standards used in this Map

ELA1-K1-1A [2004] [1 occurrence] - 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]

ELA1-K1-1B [2004] [3 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]

ELA1-K1-1C [2004] [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]

ELA1-K1-1D [2004] [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]

ELA1-K1-1E [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make perceptive and well developed connections to prior knowledge. [Commencement]

ELA1-K1-1F [2004] [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]

ELA1-K2-2A [2004] [3 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]

ELA1-K2-2B [2004] [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]

ELA1-K2-2C [2004] [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]

ELA1-K2-2D [2004] [3 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]

ELA1-K2-2E [2004] [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]

ELA1-K2-2F [2004] [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]

ELA2-K1-1A [2004] [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]

ELA2-K1-1B [2004] [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]

ELA2-K1-1C [2004] [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]

ELA2-K1-1D [2004] [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]

ELA2-K1-1E [2004] [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]

ELA2-K1-1F [2004] [2 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]

ELA2-K2-2A [2004] [3 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]

ELA2-K2-2B [2004] [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]

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] [1 occurrence] - 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] [2 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] [3 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] [2 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] [1 occurrence] - 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] [1 occurrence] - 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] [1 occurrence] - 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] [1 occurrence] - 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]