

Map: **ELA 9** Grade Level: **9**District: **Island Trees**Created: **11/09/2007** Last Updated: **11/09/2007**

	Essential Questions	Content	Skills	Standards/Pis
Unit 1	<p><b>UNIT 1 LEARNING EXPERIENCES: LESSONS THROUGH LITERATURE</b></p> <p><b>LITERATURE:</b> How can reading fictional and nonfictional coming of age stories help broaden our understanding of the importance of each person being his/her own individual?</p> <p>What role does peer pressure play both in literature and in the real world?</p> <p>Why is it important for a person to follow his/her morals and instincts?</p> <p>Why is it important to get to know and understand where a person comes from before making a judgment about him/her?</p> <p><b>WRITING:</b> How can I best organize my information?</p> <p>How can I effectively draw connections between two pieces of literature via a controlling idea or critical lens in the form of an essay?</p> <p>What are the components of a good thesis statement?</p> <p>How can I effectively write about an author's use of literary devices in an essay?</p>	<p><b>Literature:</b></p> <p>Required Full Length Work: The Adventures of Huckleberry Finn OR Great Expectations</p> <p>Summer Reading: The Body of Christopher Creed</p> <p>Text Selections: Non-Fiction - "I Know Why the Caged Bird Sings," Poems - "The Road Not Taken," "My Papa's Waltz"</p> <p><b>Vocabulary:</b> Selected vocabulary from literature</p> <p><b>Required Writing:</b> 1. A writing assignment that requires students to apply the skills of a Regents Listening Task. 2. A critical lens 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>Research paper using library resources (this replaces writing assignment 3)</p> <p><b>Grammar/Revision/Editing</b></p> <p>Review the basic parts of speech, comma usage, and capitalization</p>	<p><b>LITERATURE:</b> Recognize a range of literary elements and techniques including theme, setting, satire, irony, characterization, point of view, similes, metaphors, imagery, and conflict</p> <p>Discuss and analyze works in relation to each other and the real world through themes and authors' use of literary techniques</p> <p>Form a conclusion with peers about the effects/consequences of making a judgment about someone before getting to know them</p> <p>Form a conclusion about the effects/consequences of peer pressure</p> <p>Recognize the importance of expressing one's individuality and listening to one's inner voice</p> <p><b>VOCABULARY:</b> Define, explain and use each assigned word in the proper context</p> <p><b>WRITING:</b> Take notes from written and oral texts</p> <p>Organize information using T charts, outlines and note-taking skills</p> <p>Use paraphrase and quotation when communicating information</p>	<p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [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-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [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>ELA4-K1-1A</p>

How can I effectively take good notes while listening to a passage read to me?

How can I best build on my grammar, revision and editing skills?

Use charts, graphs, or diagrams to illustrate informational texts

Explain how the author's use of literary device affects meaning

Use personal experience and knowledge from outside reading and other content areas to create a responsive text

Develop a thesis and provide supporting evidence, arguments and details

**RESEARCH PAPER:**

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

Utilize specialized resources including online and electronic databases

Apply rules of MLA style guide

Define the meaning of and understand the consequences of plagiarism

Narrow a topic and evaluate/analyze primary and secondary sources in relation to the topic

Present final research paper/data using public speaking strategies and techniques

**GRAMMAR:**

Identify basic parts of speech including noun, pronoun, verb, adverb, adjective,

[2004]

ELA4-K1-1B  
[2004]

ELA4-K2-2A  
[2004]

ELA4-K2-2B  
[2004]

			<p>preposition, interjection, conjunction</p> <p>Practice using and understanding possessive and collective nouns and pronouns as adjectives</p> <p>Practice the capitalization of words such as proper adjectives, titles of persons, and words in quotes</p> <p>Practice using commas between items in a series, using commas to set off geographical names, items in date, and professional titles</p> <p>Distinguish between the conventions of academic writing and the conventions of email</p>	
Unit 2	<p><b>UNIT 2 TRIALS AND TRIBULATIONS: OVERCOMING OBSTACLES AND DISTINGUISHING FRIENDS FROM FOES</b></p> <p><b>LITERATURE:</b> How can reading fictional and nonfictional literature help us to understand the role that obstacles and conflicts play in our lives?</p> <p>How can we recognize the importance of personal inner strength through characters in literature?</p> <p>What characteristics does a true friend encompass?</p> <p><b>WRITING:</b> How can I best organize my information?</p> <p>How can I effectively draw</p>	<p><b>Literature:</b></p> <p>Required Full Length Work: The Pearl</p> <p>AND</p> <p>One work from optional list</p> <p>Text Selections: Non-fiction - "Fish Cheeks," Fiction - "Grover Dill and the Tasmanian Devil"</p> <p><b>Vocabulary:</b> Selected vocabulary from literature</p> <p><b>Required Writing:</b> 1. A writing assignment that requires students to apply the skills of a Regents Task 2 - Writing for Information. 2. A writing that ties into the theme of the unit, which can include either a personal narrative, persuasive</p>	<p><b>LITERATURE:</b> Recognize a range of literary elements and techniques including theme, setting, parable, folktale, plot stages, characterization, point of view, similes, metaphors, imagery, and conflict</p> <p>Discuss and analyze works in relation to each other and the real world through themes and authors' use of literary techniques</p> <p>Use literature to form a conclusion about the role that obstacles and conflicts play in our lives</p> <p>Recognize the importance of personal inner strength through characters in literature</p> <p><b>VOCABULARY:</b> Define, explain and use each assigned word in the proper context</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-K1-1C [2004]</p>

connections between two pieces of literature via a controlling idea or critical lens in the form of an essay?	essay, project. 3. A creative writing assignment.	<b>WRITING:</b> Take notes from written and oral texts	ELA2-K1-1D [2004]
What are the components of a good thesis statement?	Research paper using library resources (this replaces writing assignment 2)	Organize information using T charts, outlines and note-taking skills	ELA2-K1-1E [2004]
How can I effectively write about an author's use of literary devices in an essay?	<b>Grammar/Revision/Editing</b>	Use paraphrase and quotation when communicating information	ELA2-K1-1F [2004]
How can I effectively take good notes while listening to a passage read to me?	Comma usage, apostrophe use, commonly misspelled words, homonyms	Use charts, graphs, or diagrams to illustrate informational texts	ELA2-K2-2A [2004]
How can I best build on my grammar, revision and editing skills?		Explain how the author's use of literary device affects meaning	ELA2-K2-2B [2004]
		Use personal experience and knowledge from outside reading and other content areas to create a responsive text	ELA2-K2-2C [2004]
		Develop a thesis and provide supporting evidence, arguments and details	ELA2-K2-2D [2004]
		<b>RESEARCH PAPER:</b>	ELA3-K1-1C [2004]
		Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process of the research paper	ELA3-K1-1D [2004]
		Utilize specialized resources including online and electronic databases	ELA4-K1-1A [2004]
		Apply rules of MLA style guide	ELA4-K1-1B [2004]
		Define the meaning of and understand the consequences of plagiarism	ELA4-K1-1C [2004]
		Narrow a topic and evaluate/analyze primary and secondary sources in relation	ELA4-K2-2A [2004]
			ELA4-K2-2B [2004]

			<p>to the topic</p> <p>Present final research paper/data using public speaking strategies and techniques</p> <p><b>GRAMMAR:</b></p> <p>Practice using a comma before a coordinating conjunction that separates two independent clauses</p> <p>Identify and practice when and why apostrophes should be used</p> <p>Recognize and properly use homonyms including There/Their/They're, Your/You're, Its/It's, Whose/Who's</p> <p>Recognize and properly use commonly misspelled words including <i>a lot</i> and <i>each other</i></p>	
Unit 3	<p><b>UNIT 3 A MATTER OF LIFE AND DEATH: LESSONS THROUGH LITERATURE</b></p> <p><b>LITERATURE:</b> Do we control our own fate, or does fate control us?</p> <p>What conclusion can we draw about the role of fate in our lives, using literature as supporting evidence?</p> <p>What can we learn about the consequences of feuds both in literature and real life?</p> <p><b>WRITING:</b> How can I best organize my information?</p>	<p><b>Literature:</b></p> <p>Required Full Length Work: Romeo and Juliet</p> <p>Text Selections: Choose one of the optional</p> <p><b>Vocabulary:</b> Selected vocabulary from literature</p> <p><b>Required Writing:</b> 1. A writing assignment that requires students to apply the skills of a Regents task 3 essay. 2. A writing that ties into the theme of the unit, which can include either a</p>	<p><b>LITERATURE:</b> Recognize a range of literary elements and techniques including theme, dramatic irony, soliloquy, rhyme, sound pattern, sonnet, iambic pentameter, rhyme scheme, drama, mood, tone, foreshadowing, repetition, pun, characterization, point of view, similes, metaphors, imagery, and conflict</p> <p>Distinguish between different forms of poetry</p> <p>Discuss and analyze works in relation to each other and the real world through themes</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>

How can I effectively draw connections between two pieces of literature via a controlling idea or critical lens in the form of an essay?	personal narrative, persuasive essay, project, or creative writing piece 3. A compare/contrast essay.	and authors' use of literary techniques	ELA1-K2-2C [2004]
What are the components of a good thesis statement?	Research paper using library resources (this replaces writing assignment 2)	Use literature to form a conclusion about the role that fate plays in our lives	ELA1-K2-2D [2004]
How can I effectively write about an author's use of literary devices in an essay?	<b>Grammar/Revision/Editing</b> Comma usage, comparative/superlative, becoming aware of variation of sentences, use of quotation marks with correct punctuation	Use literature to form a conclusion about the consequences of feuds	ELA1-K2-2E [2004]
How can I effectively take good notes while listening to a passage read to me?		<b>VOCABULARY:</b> Define, explain and use each assigned word in the proper context	ELA1-K2-2F [2004]
How can I best build on my grammar, revision and editing skills?		<b>WRITING:</b> Take notes from written and oral texts	ELA2-K1-1A [2004]
		Organize information using T charts, outlines and note-taking skills	ELA2-K1-1B [2004]
		Use paraphrase and quotation when communicating information	ELA2-K1-1C [2004]
		Use charts, graphs, or diagrams to illustrate informational texts	ELA2-K1-1D [2004]
		Explain how the author's use of literary device affects meaning	ELA2-K1-1D [2004]
		Use personal experience and knowledge from outside reading and other content areas to create a responsive text	ELA2-K1-1E [2004]
		Develop a thesis and provide supporting evidence, arguments and details	ELA2-K1-1F [2004]
		<b>RESEARCH PAPER:</b>	ELA2-K2-2A [2004]
		Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process	ELA2-K2-2B [2004]
			ELA2-K2-2C [2004]
			ELA2-K2-2D [2004]
			ELA3-K1-1A [2004]
			ELA3-K1-1C [2004]
			ELA3-K1-1D [2004]

			of the research paper	ELA3-K2-2A [2004]
			Utilize specialized resources including online and electronic databases	ELA3-K2-2C [2004]
			Apply rules of MLA style guide	ELA3-K2-2D [2004]
			Define the meaning of and understand the consequences of plagiarism	ELA4-K1-1A [2004]
				ELA4-K1-1B [2004]
			Narrow a topic and evaluate/analyze primary and secondary sources in relation to the topic	ELA4-K1-1C [2004]
			Present final research paper/data using public speaking strategies and techniques	ELA4-K2-2A [2004]
				ELA4-K2-2B [2004]
			<b>Grammar:</b>	
			Practice using a comma after an introductory word, phrase, or clause that comes before a main clause, using commas before and after a quotation within a sentence	
			Recognize when to use a comparative and when to use a superlative. For example, when to use taller versus tallest	
			Practice using simple, compound and complex sentences in a piece of writing	
			Practice starting sentences with words other than nouns	

			or pronouns		
			Practice using quotation marks with the correct punctuation		

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p><b>UNIT 4 MYSTERIES AND DECEPTIONS</b></p> <p><b>LITERATURE:</b> What factors create character, values and personality?</p> <p>How can we use literature to recognize the role that outside influences have on both characters and ourselves?</p> <p>How did a person's social class effect his/her future in the time period of our novel?</p> <p>How does a person's social class effect his/her future in our world today?</p> <p>How much control do other people have over our lives?</p> <p><b>WRITING:</b> How can I best organize my information?</p> <p>How can I effectively draw connections between two pieces of literature via a controlling idea or critical lens in the form of an essay?</p> <p>What are the components of a good thesis statement?</p> <p>How can I effectively write about an author's use of literary devices in an essay?</p> <p>How can I effectively take good notes while listening to a passage read to me?</p> <p>How can I best build on my grammar, revision and editing skills?</p>	<p><b>Literature:</b></p> <p>Required Full Length Work: This is Graceanne's Book OR Chinese Cinderella</p> <p>Text Selections: Fiction - "One Ordinary Day, with Peanuts, "The Chaser"</p> <p><b>Vocabulary:</b> Selected vocabulary from literature</p> <p><b>Required Writing:</b> 1. critical lens 2. an analytical writing assignment 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>Research paper using library resources (this replaces writing assignment 3)</p> <p><b>Grammar/Revision/Editing</b></p> <p>Comma usage, verb tense, subject/verb agreement</p>	<p><b>LITERATURE:</b> Recognize a range of literary elements and techniques including theme, setting, irony, characterization, foreshadowing, point of view, similes, metaphors, imagery, and conflict</p> <p>Discuss and analyze works in relation to each other and the real world through themes and author's use of literary techniques</p> <p>Recognize the factors that create character, values and personality</p> <p>Form a conclusion about the role that outside influences have on characters and ourselves</p> <p>Form a conclusion about the effect of one's social class on his/her future through character analysis</p> <p><b>VOCABULARY:</b> Define, explain and use each assigned word in the proper context</p> <p><b>WRITING:</b> Organize information</p> <p>Draw connections between two pieces of literature via a controlling idea or critical lens in the form of an essay</p> <p>Apply the learned components of a good thesis statement</p> <p>Effectively write about an author's use of literary devices in an essay</p> <p>Practice note taking skills while listening to a</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-K2-2A [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</p>

	<p>passage read aloud</p> <p><b>RESEARCH PAPER:</b></p> <p>Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of writing process of the research paper</p> <p>Utilize specialized resources including online and electronic databases</p> <p>Apply rules of MLA style guide</p> <p>Define the meaning of and understand the consequences of plagiarism</p> <p>Narrow a topic and evaluate/analyze primary and secondary sources in relation to the topic</p> <p>Present final research paper/data using public speaking strategies and techniques</p> <p><b>GRAMMAR:</b></p> <p>Practice using a comma before an afterthought or contrasting element</p> <p>Practice using commas with antithetical phrases with interjections</p> <p>Practice using verbs of action instead of <i>be</i>; use the active voice more often than the past</p> <p>Practice writing sentences</p>	<p>[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-K1-1B [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA4-K2-2C [2004]</p> <p>ELA3-K2-2B [2004]</p>
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			in which each verb agrees in form with its subject. Apply this concept with full length writings.		
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### Key to Standards used in this Map

**ELA1-K1-1A [2004]** [2 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]

**ELA1-K1-1B [2004]** [1 occurrence] - 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]** [3 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]** [2 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]** [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]

**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]** [2 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]** [2 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]** [5 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]** [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]

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

**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]** [1 occurrence] - 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]** [3 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]** [1 occurrence] - 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]** [1 occurrence] - 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]** [1 occurrence] - 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]** [1 occurrence] - 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]** [3 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]** [3 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]** [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]