

## **Notebooks 2012-13**

### **Section 1: Journals**

Journals will comprise both informal journals (2/ wk) and rubric-based journals (1/ wk). Students will write one rubric-based journal and two informal journals per week.

All journals must be +150 words.

Journal topics will be determined by both instructor and student choice.

Journals should be current (ready for submission) as of each Friday.

Journals format:

1. Journal # which will include # for week - # cumulative for term (e.g. 1-1, 1-2... 1-15, 2-15 for weeks one and fifteen).
2. The quotation, the response, (word count for response only)
3. The formal response should be #1 each week ; see Rubric below
4. Head each week's assignment with MLA header

Student Name

Assignment

Date

Mr. Rieger - #

If typing:

- a. Type the quotation and its information.
- b. Write a minimum of 150 words focused upon the quotation.
- c. Highlight your response (not the quotation information).
- d. Choose *Tools*, then *Word Count*, and enter the number at the end of response.

### **Section 2: Writing, Grammar, Punctuation**

Date, Title, Notes, Practice, Assignments

### **Section 3: Vocabulary**

Myth Vocabulary (2/ wk) (Freshmen)

100 Words Every High School Student Should Know (5/ wk)

Word Roots: Greek (9<sup>th</sup>)/ Latin (12<sup>th</sup>)

Extra Credit

### **Section 4: Current Units/ Assignments:**

Class, Notes, Folder, etc.

Questions - Students will keep a section of their questions

**Section 5: Weekly News**

1. Read a non-fiction article from a newspaper, magazine, or other periodical
2. Write the Name of the publication, Title of article, Author, and Publish Date
3. Summarize the article (who, what, when, where, why) in a paragraph
4. Write one paragraph about the significance of the story. How is it important to the world/ us? Why was the article written: to inform, to entertain, to persuade?
5. Be prepared to concisely and clearly share the story with the class

**Section 6: Test/ Final Exam Focus**

**Section 7: AR Cards**

**GRADING RUBRICS FOR REFLECTION JOURNAL ENTRIES**

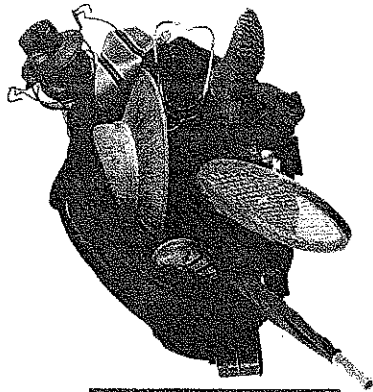
<b>REFLECTION JOURNAL RUBRIC</b>		
<b>Category</b>	<b>Description</b>	<b>Point Value</b>
<b>Mechanics</b>	Well-written and well-organized	2
Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
<b>MECHANICS – TOTAL POSSIBLE</b>		<b>2</b>
<b>Evidence of Critical Thinking</b>	Demonstrates critical thinking and the ability to apply concepts.	3
Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
<b>CRITICAL THINKING – TOTAL POSSIBLE</b>		<b>3</b>
<b>Development of Ideas</b>	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Shows some evidence of reflection, but not well-developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
<b>DEVELOPMENT OF IDEAS – TOTAL POSSIBLE</b>		<b>3</b>
<b>Timeliness</b>	Submitted by deadline. Completed according to instructions.	2
Submitting by stated due date	Submitted no more than 24 hours after deadline; completed assignment.	1
	Submitted more than 24 hours after deadline or not submitted; incomplete components.	0
<b>TIMELINESS – TOTAL POSSIBLE</b>		<b>2</b>
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### Grammar Review

### Literature Model

### Writing Application

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**Grammar Review**

**Literature Model**

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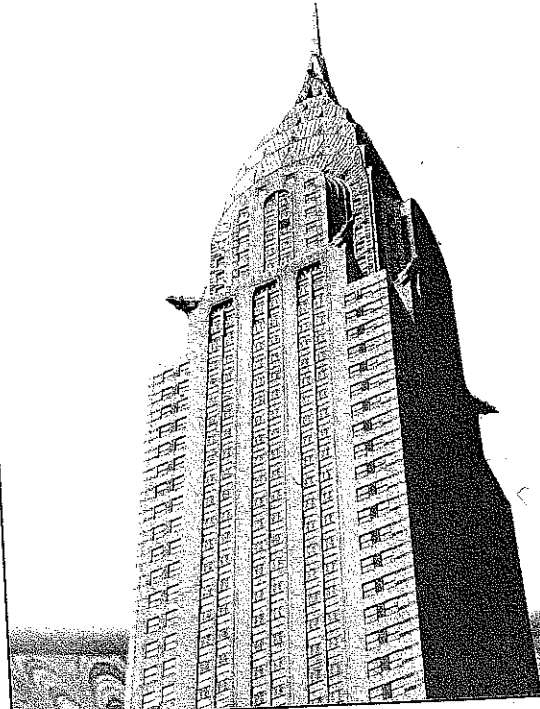
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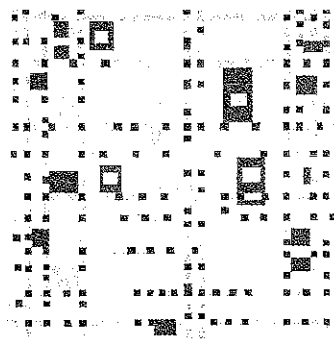
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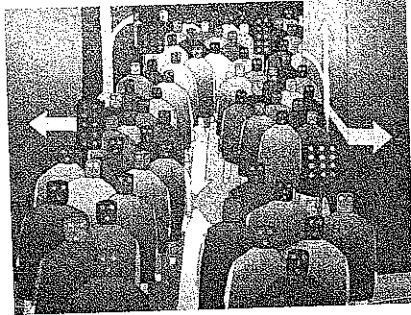
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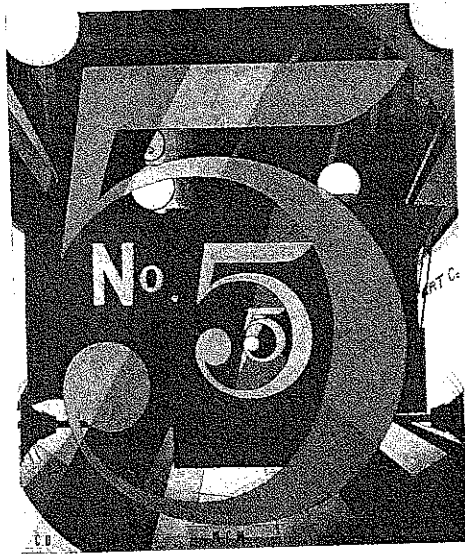
**Grammar Review**

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## gregarious

gregarious – gre-gar-i-ous

*adj.*

1. Fond of the company of others; sociable.
2. Living in flocks or herds, as animals.
3. *B ot.* Growing in open clusters or colonies; not matted together.
4. Pertaining to a flock or crowd.

*adv.* gregariously

*n.* gregariousness

[1660-70; Latin *gregarius* belonging to a flock, equivalent to *greg* – flock + *arius*]

Synonyms – social, genial, outgoing, convivial, companionable, friendly, extroverted

Word in context:

Sally, who loves to spend time with other people, is my most gregarious friend.

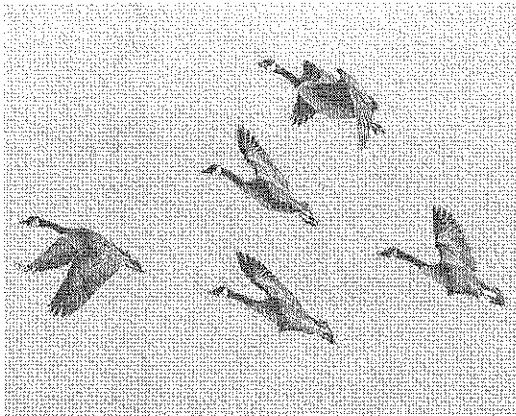
Cattle and geese are gregarious animals.

American culture is less gregarious than that of many European societies.

Remembering:

The gregarious goose flies with friends.

The gregarious goose flies with a flock.



# gregarious

gre-gar-i-ous [gri-gair-ee-uhs]

-adjective

1. fond of the company of others; sociable.
2. living in flocks or herds, as animals.
3. *Botany*. growing in open clusters or colonies; not matted together.
4. pertaining to a flock or crowd.

gre-gar-i-ous-ly, *adverb*

gre-gar-i-ous-ness, *noun*

—*Synonyms* 1. social, genial, outgoing, convivial, companionable, friendly, extroverted.

[Origin: 1660–70; < L *gregārius* belonging to a flock, equiv. to *greg-* (s. of *grex*) flock + *-ārius* -arious]

[Latin *gregarius*, *belonging to a flock*, from *grex*, *greg-*, *flock*. See *ger-* in Indo-European Roots.]

Examples:

1. Gregarious people avoid solitude.
2. The students gregariously mingled at the football game.

Remember:



The gregarious goose is part of a group.



THE LEARNING CONNECTION  
 STANDARDS

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## Indiana Standards

### Search the Standards

Subject:

Grade Level/Course:

Keywords:

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#### EL.9.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

##### EL.9.1.1 2006

Vocabulary and Concept Development:

Identify and use the literal and figurative meanings of words and understand the origins of words.

Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servats)

##### EL.9.1.2 2006

Distinguish between what words mean literally and what they imply and interpret what the words imply.

Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)

##### EL.9.1.3 2006

Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.

Example: Use the story of Midas to understand the phrase *the Midas touch*. Use the story of the *Mad* and Achilles to understand the phrase Achilles' heel.



#### EL.9.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

##### EL.9.2.1 2006

Structural Features of Informational and Technical Materials:

Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

##### EL.9.2.2 2006

Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of American innovation and invention.

##### EL.9.2.3 2006

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Generate relevant questions about readings on issues or topics that can be researched.

Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper.

Generate researchable questions about how and why the cultures developed as differently as they did.

##### EL.9.2.4 2006

Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.;

articles identified using the *Reader's Guide to Periodical Literature*; or an online database of articles. Take notes that describe black holes and

identify quotes that can be used in writing a paper that cites the sources.

##### EL.9.2.5 2006

Demonstrate use of technology by following directions in technical manuals.

Example: Locate and follow the directions embedded in word processing help menus for formatting text paragraphs, such as hanging indents.

##### EL.9.2.6 2006

Expository (Informational) Critique:

Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

##### EL.9.2.7 2006

Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

EL.9.2.8 2006

Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.



### EL.9.3 2006 - READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

EL.9.3.1 2006

Structural Features of Literature:

Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.

EL.9.3.10 2006

Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrast to another character
- Stage designs: directions and drawings for the setting of a play

Example: Define different dramatic literary terms in Shakespeare's *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

EL.9.3.11 2006

Literary Criticism:

Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read one of the stories by Edgar Allan Poe, such as "The Cask of Amontillado," to understand how Poe creates a sense of eerie foreboding.

EL.9.3.12 2006

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.

EL.9.3.13 2006

Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

EL.9.3.2 2006

Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), or a play (such as Shakespeare's *The Tempest*).

EL.9.3.3 2006

Analysis of Grade-Level-Appropriate Literary Text:

Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.

EL.9.3.4 2006

Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13 ¾* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

EL.9.3.5 2006

Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life* as variations on a theme.

EL.9.3.6 2006

Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie*.

EL.9.3.7 2006

Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Analyze and compare figurative language in *The Odyssey*.

EL.9.3.8 2006

Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder or "The Monkey's Paw" by W.W. Jacobs or "The Necklace" by Guy de Maupassant, discuss the ironies revealed by the story.

EL.9.3.9 2006

Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout's narration as the story unfolds.



### EL.9.4 2006 - WRITING: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

EL.9.4.1 2006

Organization and Focus:

Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

EL.9.4.10 2006

Evaluation and Revision:

Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

EL.9.4.11 2006

Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.

EL.9.4.12 2006

Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

**EL.9.4.13 2006**

Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

**EL.9.4.2 2006**

Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**EL.9.4.3 2006**

Use precise language, action verbs, sensory details, and appropriate modifiers.

**EL.9.4.4 2006**

Research Process and Methodology:

Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.

**EL.9.4.5 2006**

Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

**EL.9.4.6 2006**

Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

**EL.9.4.7 2006**

Integrate quotations and citations into a written text while maintaining the flow of ideas.

**EL.9.4.8 2006**

Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.

**EL.9.4.9 2006**

Use a computer to design and publish documents by using advanced publishing software and graphic programs.

**EL.9.5 2006 - WRITING: Applications (Different Types of Writing and Their Characteristics)**

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

**EL.9.5.1 2006**

Write biographical or autobiographical narratives or short stories that:

- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Example: Write a personal narrative showing an audience the story of a particular object of significance in one's life.

**EL.9.5.9 2006**

Research Application:

Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's Web site and then compare these to a secondary source, such as newspaper stories written after the event.

**EL.9.5.4 2006**

Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence; including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.

**EL.9.5.2 2006**

Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

**EL.9.5.3 2006**

Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analysis that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic.
- include visual aides by using technology to organize and record information on charts, data tables, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

**EL.9.5.5 2006**

Write documents related to career development, including simple business letters and job applications that:

- present information purposefully and in brief to meet the needs of the intended audience.
- follow a conventional business letter, memorandum, or application format.

Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

**EL.9.5.6 2006**

Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
  - offer detailed and accurate specifications.
  - include scenarios, definitions, and examples to aid comprehension.
  - anticipate readers' problems, mistakes, and misunderstandings.
- Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.

EL.9.5.7 2006

Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.

EL.9.5.8 2006

Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.



### EL.9.6 2006 - WRITING: English Language Conventions

Students write using Standard English conventions.

EL.9.6.1 2006

Grammar and Mechanics of Writing:

Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

EL.9.6.2 2006

Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

EL.9.6.3 2006

Manuscript Form:

Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

EL.9.6.4 2006

Apply appropriate manuscript conventions - including title page presentation, pagination, spacing, and margins - and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.



### EL.9.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

EL.9.7.1 2006

Comprehension:

Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

EL.9.7.10 2006

Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

EL.9.7.11 2006

Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

EL.9.7.12 2006

Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.

EL.9.7.13 2006

Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zeffirelli's film version).

EL.9.7.14 2006

Speaking Applications:

Deliver narrative presentations that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- time the presentation of actions to accommodate time or mood changes.

EL.9.7.15 2006

Deliver expository (informational) presentations that:

- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
- convey information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- anticipate and address the listeners' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

EL.9.7.16 2006

Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.

EL.9.7.17 2006

Deliver oral responses to literature that:

- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
- support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- demonstrate awareness of the author's writing style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

EL.9.7.18 2006

Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:

- structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
- contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- anticipate and address the listener's concerns and counterarguments.

## EL.9.7.19 2006

Deliver descriptive presentations that:

- establish a clear point of view on the subject of the presentation.
- establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
- contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

## EL.9.7.2 2006

Organization and Delivery of Oral Communication:

Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.

## EL.9.7.3 2006

Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.

## EL.9.7.4 2006

Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

## EL.9.7.5 2006

Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).

## EL.9.7.6 2006

Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

## EL.9.7.7 2006

Analysis and Evaluation of Oral and Media Communications:

Make judgments about the ideas under discussion and support those judgments with convincing evidence.

## EL.9.7.8 2006

Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.

## EL.9.7.9 2006

Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.





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## Indiana Standards

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#### EL.12.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

##### EL.12.1.1 2006

Vocabulary and Concept Development:

Understand unfamiliar words that refer to characters or themes in literature or history.

Example: Understand the meaning of words like *Dickensian* (like characters and behaviors created by Charles Dickens), *quixotic* (a traitor to his country like Vidkun Quisling who helped the Nazis conquer Norway), or *Draconian* (like severe laws made by Athenian lawmaker Draco).

##### EL.12.1.2 2006

Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

##### EL.12.1.3 2006

Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Example: Consider what is meant by literary comparisons and analogies, such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet*.



#### EL.12.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

##### EL.12.2.1 2006

Structural Features of Informational and Technical Materials:

Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Example: Evaluate a famous political speech, such as Abraham Lincoln's "Gettysburg Address" or John F. Kennedy's 1960 inaugural address, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

##### EL.12.2.2 2006

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Example: Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.

##### EL.12.2.3 2006

Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.

Example: Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.

##### EL.12.2.4 2006

Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.

Example: Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).

##### EL.12.2.5 2006

Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Example: After reading excerpts from British physicist Stephen W. Hawking's *Black Holes and Baby Universes and Other Essays*, evaluate how the author conveys explicit information to the reader. Analyze the author's unstated philosophical assumptions about the subject.

##### EL.12.2.6 2006

Expository (Informational) Critique:

Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Example: Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen's right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.



**EL.12.3 2006 - READING: Comprehension and Analysis of Literary Text**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

**EL.12.3.1 2006**

Structural Features of Literature:

Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

- Satire: using humor to point out weaknesses of people and society
- Parody: using humor to imitate or mock a person or situation
- Allegory: using symbolic figures and actions to express general truths about human experiences
- Pastoral: showing life in the country in an idealistic - and not necessarily realistic - way.

Example: Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.

**EL.12.3.10 2006**

Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.

**EL.12.3.2 2006**

Analysis of Grade-Level-Appropriate Literary Text:

Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Example: Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this understanding.

**EL.12.3.3 2006**

Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Example: Evaluate the use of irony and tone that Jane Austen uses in novels such as *Pride and Prejudice* or *Sense and Sensibility*.

**EL.12.3.4 2006**

Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Example: Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

**EL.12.3.5 2006**

Analyze and evaluate works of literary or cultural significance in American, English, or world history that:

- reflect a variety of genres in the major periods in literature.
- were written by important authors in each historical period.
- reveal contrasts in major themes, styles, and trends in these historical periods.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Example: Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (Seventeenth Century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the Eighteenth Century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and *Across the Bridge* by Graham Greene (Twentieth Century).

**EL.12.3.6 2006**

Evaluate the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader*, *free spirit*, *nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Example: Explain how the archetype of "the fall," or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare's *The Tragedy of Macbeth*.

**EL.12.3.7 2006**

Analyze recognized works of world literature from a variety of authors that:

- contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
- relate literary works and authors to the major themes and issues of their literary period.
- evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Example: Read and evaluate works of world literature, such as *The Inferno of Dante* by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, *Night* by Elie Wiesel, and *The Ring* by Isak Dinesen.

**EL.12.3.8 2006**

Literary Criticism:

Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Example: Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

**EL.12.3.9 2006**

Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

Example: Read Samuel Becket's *Waiting for Godot* or Shakespeare's *Hamlet* and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.

**EL.12.4 2006 - WRITING: Processes and Features**

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

**EL.12.4.1 2006**

Organization and Focus:

Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.

**EL.12.4.10 2006**

Evaluation and Revision:

Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.

**EL.12.4.11 2006**

Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

**EL.12.4.12 2006**

Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

**EL.12.4.13 2006**

Integrate quotations and citations into a written text while maintaining the flow of ideas.

**EL.12.4.2 2006**

Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

**EL.12.4.3 2006**

Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.

## EL.12.4.4 2006

Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

## EL.12.4.5 2006

Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.

## EL.12.4.6 2006

Use language in creative and vivid ways to establish a specific tone.

## EL.12.4.7 2006

Research Process and Technology:


Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

## EL.12.4.8 2006

Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.

## EL.12.4.9 2006

Use technology for all aspects of creating, revising, editing, and publishing.



### EL.12.5 2006 - WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and resumes; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

## EL.12.5.1 2006

Write fictional, autobiographical, or biographical narratives that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.

## EL.12.5.10 2006

Research Application:

Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- incorporates numeric data, charts, tables, and graphs.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

## EL.12.5.2 2006

Write responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support statements with evidence from the text.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Example: Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

## EL.12.5.3 2006

Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.
- Example: Write a reflective essay for fellow students on the significance of family in one's life or on growing up at the turn of the twenty-first century. Make personal observations, but connect them to a larger theme of interest to your audience.

## EL.12.5.4 2006

Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

Example: Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.

## EL.12.5.5 2006

Write job applications and resumes that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

Example: Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a resume and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

## EL.12.5.6 2006

Use varied and extended vocabulary, appropriate for specific forms and topics.

Example: Avoid colloquialism in most formal writing because it borders on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

## EL.12.5.7 2006

Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience. An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

**EL.12.5.8 2006**

Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Example: Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

**EL.12.5.9 2006**

Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:

- develops a thesis.
- creates an organizing structure appropriate to purpose, audience, and context.
- includes accurate information from primary and secondary sources and excludes extraneous information.
- makes valid inferences.
- supports judgments with relevant and substantial evidence and well-chosen details.
- uses technical terms and notations correctly.
- provides a coherent conclusion.

**EL.12.6 2006 - WRITING: English Language Conventions**

Students write using Standard English conventions.

**EL.12.6.1 2006**

Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.

**EL.12.6.2 2006**

Apply appropriate manuscript conventions in writing - including title page presentation, pagination, spacing, and margins - and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

**EL.12.6.3 2006**

Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

**EL.12.6.4 2006**

Apply appropriate manuscript conventions - including title page presentation, pagination, spacing, and margins - and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

**EL.12.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

**EL.12.7.1 2006**

Comprehension:

Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

**EL.12.7.10 2006**

Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.

**EL.12.7.11 2006**

Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).

**EL.12.7.12 2006**

Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.

**EL.12.7.13 2006**

Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).

**EL.12.7.14 2006**

Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**EL.12.7.15 2006**

Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's abdication speech).

**EL.12.7.16 2006**

Speaking Applications:

Deliver reflective presentations that:

- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
- draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
- maintain a balance between describing the incident and relating it to more general, abstract ideas.

**EL.12.7.17 2006**

Deliver oral reports on historical investigations that:

- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
- analyze several historical records of a single event, examining each perspective on the event.
- describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
- include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

**EL.12.7.18 2006**

Deliver oral responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
- present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
- support important ideas and viewpoints through specific references to the text and to other works.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

## EL.12.7.19 2006

Deliver multimedia presentations that:

- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

## EL.12.7.2 2006

Organization and Delivery of Oral Communication:

Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

## EL.12.7.20 2006

Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).

## EL.12.7.3 2006

Distinguish between and use various forms of logical arguments, including:

- inductive arguments (*All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (*If all men are mortal and he is a man, then he is mortal.*).
- syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)

## EL.12.7.4 2006

Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.

## EL.12.7.5 2006

Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

## EL.12.7.6 2006

Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

## EL.12.7.7 2006

Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.

## EL.12.7.8 2006

Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

## EL.12.7.9 2006

Analysis and Evaluation of Oral and Media Communications:

Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).