

# English / Language Arts

## Eleventh and Twelfth Grades

The standards for the eleventh and twelfth grades are the pinnacle of all the curriculum for the language arts. Most of the curriculum at this level is sophisticated extensions of the knowledge and skills previously targeted in the earlier grades. They highlight several interrelationships among the different domains of language arts: reading, writing, written and oral communication conventions, and speaking and listening.

### Curriculum Outline

**Below are the Montana content standards for the English / Language Arts and the local Ronan School District #30 standards that further explain the goals of our program:**

#### **MONTANA STANDARDS FOR READING**

*Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information. Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.*

**Montana Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.**

**Montana Standard 2—Students apply a range of skills and strategies to read.**

**Montana Standard 3—Students set goals, monitor, and evaluate their progress in reading.**

**Montana Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.**

**Montana Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**

## **MONTANA STANDARDS FOR LITERATURE**

*Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.*

**Montana Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.**

**Montana Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.**

**Montana Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.**

**Montana Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.**

**Montana Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.**

### **1.0. Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

#### **Vocabulary and Concept Development**

- 1.1 Trace the etymology of significant terms used in political science and history.
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

#### **Structural Features of Informational Materials**

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

### **Expository Critique**

2.6 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 (e.g., appeal to reason, to authority, to pathos and emotion).

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Analyze 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.
- 3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions:
  - a. Trace the development of American literature from the colonial period forward.
  - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- 3.7 Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, and, settings.

### **Literary Criticism**

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders will be used.**

## **MONTANA STANDARDS FOR WRITING**

*The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.*

**Montana Standard 1—Students write clearly and effectively.**

**Montana Standard 2—Students apply a range of skills and strategies in the writing process.**

**Montana Standard 3—Students evaluate and reflect on their growth as writers.**

**Montana Standard 4—Students write for a variety of purposes and audiences.**

**Montana Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.**

**Montana Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**

### **1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### **Organization and Focus**

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

### **Research and Technology**

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

### **Evaluation and Revision**

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:

a. Narrate a sequence of events and communicate their significance to the audience.

b. Locate scenes and incidents in specific places.

c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.

e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.

b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.

c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.

d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. 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.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

2.5 Write job applications and resumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - c. Modify the tone to fit the purpose and audience.
  - d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 2.6 Deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

### **1.0 Written and Oral English-Language Conventions**

The curriculum for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Students write and speak with a command of standard English conventions.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

## **MONTANA STANDARDS FOR SPEAKING AND LISTENING**

*Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction. The National Communication Association defines speaking as “the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”*

**Montana Standard 1—Students demonstrate knowledge and understanding of the communication process.**

**Montana Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

**Montana Standard 3—Students apply a range of skills and strategies to speaking and listening.**

**Montana Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

## **MONTANA STANDARDS FOR MEDIA LITERACY**

*We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.*

**Montana Standard 1—Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.**

**Montana Standard 2—Students distinguish among and use appropriate types of media for a variety of purposes.**

**Montana Standard 3—Students apply knowledge, skills and strategies to design and create media messages.**

**Montana Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.**

### **1.0 Speaking, Listening and Media Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

#### **Comprehension**

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

#### **Organization and Delivery of Oral Communication**

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
  - a. Inductive and deductive reasoning
  - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect

- b. Standard American English for clarity
  - c. Technical language for specificity
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

### **Analysis and Evaluation of Oral and Media Communications**

- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver reflective presentations:
  - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
  - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 2.2 Deliver oral reports on historical investigations:
  - a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- 2.3 Deliver oral responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
  - b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
  - c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.4 Deliver multimedia presentations:
  - a. 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.

- b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.
- 2.5 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 (e.g., Hamlet's soliloquy "To Be or Not to Be").

**Below is a narrative that describes and elaborates best practices research in English Language Arts and is the standard to which we strive.**

### Reading

#### **Word Analysis, Fluency, and Systematic Vocabulary Development**

Etymology and morphology are the basis for systematically building vocabulary at this level. The standards emphasize using those strategies to attack terms from political science, history–social science, science, and mathematics. Once more, however, issues of teacher responsibility arise in a departmentalized school. English teachers may wonder how much time in English class should be devoted to acquiring the vocabulary of other disciplines.

Shared responsibility is obviously an ideal solution. Regardless, English teachers should discuss the etymological and morphological principles that help students access meaning.

Vocabulary development should periodically occupy a small portion of classroom time in the eleventh and twelfth grades. Most students should be able to study word derivations independently. Teachers should continue to direct students' attention to external context cues for meaning.

### Reading

#### **Reading Comprehension**

Informational reading in the twelfth grade is focused on public documents (e.g., policy statements, speeches, debates, platforms). In addition to the documents, public statements contained in formal speeches and informal interviews offer abundant opportunities for students to practice the analytic and evaluative skills described in this standard. Point-of-view essays in news magazines and editorials in newspapers are rich sources of additional instructional materials. The strongest emphasis at the content level is directed to evaluating and verifying facts and arguments.

At the structural level students analyze the ways in which clarity of meaning interacts with elements such as word choice, organization, and syntax. The focus of the standards in this strand relates closely to the standards in writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments). Therefore, instruction should capitalize on those relationships by addressing similar elements from different domains at one time. To do so contributes not only to efficiency but also to learning about important rhetorical considerations in more depth. For instance, students will understand the elements of persuasion in the greatest depth if they not only read persuasive discourse critically but also employ those elements in their own writing and oral presentations.

### Reading

#### **Literary Response and Analysis**

By the end of high school, students are expected to be familiar with the purposes and characteristics of the major genres of literature. Reading Standard, Literary Response and Analysis, identifies the grade-level emphasis as follows: grade seven—prose; grade eight—poetry; grades nine and ten—drama; and grades eleven and twelve—subgenres that span genres, such as satire and parody. In these culminating years this standard is focused on analyzing the historical genres and literary traditions of American literature and world literature. The traditional emphasis on British literature in the twelfth grade has been expanded to include works from other countries. Some of the novels or selections students read should be drawn from historically or culturally significant works of literature that reflect and enhance their studies of history—social science at this level. Whether reading American or world literature, students in the eleventh and twelfth grades are expected to:

- Contrast the major literary forms and characteristics of the major literary periods.
- Relate literary works and authors to major themes and issues of their eras.
- Analyze the philosophical, political, religious, ethical, and social influences that have shaped characters, plots, and themes.

Students at this level are expected to achieve more advanced and sophisticated standards. For the more challenging literary concepts, they need clear explanations and elaborations from teachers, together with extensive support throughout the process of acquiring thorough knowledge of such concepts.

Traditionally, literary evaluation has emphasized quality literature. Although that emphasis should remain, instructional benefits can occasionally be gained from exposure to less worthy examples of literature. For instance, to appreciate fully the concept of satire as a subgenre, students should read an example of satire in which the author has not consistently separated the literal and satirical levels of the discourse. The standards for both reading comprehension (focus on informational materials) and literary response and analysis require that “by grade twelve students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information”. Two million words translate to about 11 pages a day or about one 335-page book each month. (Independent reading is discussed in greater detail in the literary response and analysis strand for the ninth and tenth grades.)

## Writing

### Writing Strategies

#### Organization and Focus

Students should demonstrate full knowledge of the basic elements of discourse (e.g., audience) as well as more advanced literary devices, such as irony. They should be able to write well-structured arguments with good support and employ rhetorical devices and visual aids to enhance meaning. Their use of language should be fresh and natural.

#### Research and Technology

Students should use a variety of research strategies (e.g., experiments, interviews) and organize research information in systematic ways (e.g., through the development of an annotated bibliography).

They should also integrate databases, graphics, and spreadsheets into word-processing documents. Students are likely to need relatively brief but intense and explicit instruction in merging or importing various types of application files into word-processing documents. Although these activities fall into the language arts area of writing, classroom instruction and student activities may take place in a variety of subject-matter classes.

## **Evaluation and Revision**

Although students at this level should be familiar with all phases of the writing process, the standards focus on revising text to highlight voice, improve sentence variety and style, and enhance subtlety of meaning and tone. The standards within this strand should be addressed as students work on their compositions for the writing applications strand and their presentations for the speaking applications strand.

## **Writing**

### **Writing Applications**

Text structures in this category found at earlier grade levels are fictional, autobiographical, and biographical narratives and responses to literature. In the eleventh and twelfth grades, the standards require students to work with the structures at a more sophisticated level. When appropriate, student texts should be about 1,500 words in length (five to six pages, typed and double-spaced).

Three new types of composition are introduced in the eleventh and twelfth grades. The first type is reflective composition. Although it resembles an autobiography, it focuses on exploring the significance of personal experience or concerns. A critical component is maintaining the appropriate balance between describing an incident and relating it to more abstract ideas. Like autobiographical writing, reflective writing has long been a focus of writing instruction in high schools. Instructional support materials should be readily available to assist the students.

Reports on historical investigation, the second type of composition, are new to this standard. Students are required to use primary and secondary sources to compare different points of view regarding a single historical event and explain the reasons for the similarities and differences. This activity is obviously appropriate in history–social science classes as well as in English classes.

The third new type of composition acknowledges the issues of students' approaching graduation from high school (i.e., filling out job applications and writing résumés). Although conventional style and format are still taught, equal emphasis is given to broader issues of content, such as tone, clarity, and appropriateness for the audience and purpose. Students will need less initial instruction for familiar writing genres than they will for those structures introduced at this level. Accordingly, the teacher may wish to:

- Interrelate different standards that address the same text structure when possible. For instance, the standards include both writing and presenting orally a report on a historical investigation.
- Provide models of each text structure, including examples of student writing. Some of the models used may be of lesser quality so that the impact of poor structures on the audience can be demonstrated.
- Identify explicitly for students the critical elements of each text structure.

Students are unlikely to have sufficient prior knowledge of the critical elements of a good multimedia presentation, for example. They need to become thoroughly familiar with such elements before they attempt to integrate them into challenging and time-consuming presentations. For instance, it is crucial to resist the temptation to put more emphasis on the “bells and whistles” of a multimedia presentation than on the effective communication of a theme.

- Have students do some cooperative work throughout the varying phases of the writing process to provide additional instructional opportunities and help students achieve a sense of audience. This standard also requires students to deliver multimedia presentations, a

that clearly integrates reading, writing, and speaking and listening. Students are expected to synthesize information from a wide range of materials, including media sources, and create a culminating presentation that integrates text, images, and sound. Important elements in the process are the selection of an appropriate medium for each component of the presentation and the skillful use of the selected media. To combine the requirements of several standards, students may wish to adapt a composition they have already written for use in the multimedia presentation. Access to an adequate number of computers and appropriate software is obviously a prerequisite to students' meeting this standard. English teachers may need to work with other colleagues and departments to coordinate the use of equipment and training to accomplish this task.

### **Written and Oral English- Language Conventions**

In the eleventh and twelfth grades, more emphasis is given to using standard oral and written language conventions than to teaching them. Students are expected to control their use of grammar, paragraph and sentence structure, and diction. In addition, their written work should be legible and edited to follow standard conventions for spelling, capitalization, and punctuation. Writing should also reflect appropriate manuscript requirements. For many students explicit instruction will probably be necessary for some of the content in this section. Individual instruction or peer-mediated instruction is appropriate for many students needing remedial work on conventions, such as improvement in legible writing and capitalization. Use of individualized instructional software remains a valuable remediation strategy.

### **Listening and Speaking**

#### **Listening and Speaking Strategies**

##### **Comprehension**

At this level emphasis is given to analyzing media presentations of various types (e.g., advertisements, speeches, film, news) to help students recognize the strategies being used to inform, persuade, or entertain.

##### **Organization and Delivery of Oral Communication**

Most of the standards at this level concentrate on structural elements and rhetorical techniques. Some elements and techniques apply to several areas of language arts, such as rhetorical questions, parallelism, concrete images, figurative language, and irony. Others, such as gesture, movement, vocalization, and rehearsal strategies, are unique to oral presentations. Students should use standard English for clarity but recognize when informal language is effective and when technical language is needed. At this culminating level students are required to use classic and contemporary forms of logical argument, including inductive and deductive reasoning and reasoning from analogies.

##### **Analysis and Evaluation of Oral and Media Communications**

Students critique oral presentations, particularly media presentations, to evaluate rhetorical techniques as they relate to the purpose of the presentation, either stated or implied. In addition, they are required to analyze the arguments presented, a skill that requires some direct instruction. They should recognize common logical fallacies, such as false causality, red herrings, and band-wagging. Fallacies are best taught in contrast to standard logical principles of premises and conclusions.

### **Listening and Speaking**

#### **Speaking Applications**

Students are required to deliver polished formal and extemporaneous reflective presentations, oral reports on historical investigations, oral responses to literature, multimedia presentations, and recitations of poems, selections from speeches, or dramatic soliloquies. Except for recitations of poetry, these same types of presentations are targeted in the standards for the eleventh and twelfth grades within the writing applications strand. Even at this level students may find it challenging to deliver oral presentations to a large group.

The challenge can be made less frightening and more successful when teachers:

- Allow students to deliver presentations initially to a small group of other students in a cooperative work group.
- Postpone extemporaneous presentations until after the students have delivered oral presentations from fully written documents. A tactic for teaching students to present extemporaneous—or nearly extemporaneous—presentations is first to make brief outlines of major points on a variety of topics.
- Allow students to present orally a discourse they had originally developed as a written composition. This approach also makes instruction more efficient and encourages a comparison between the same discourse as a written document and as a speech. Students will make some relatively minor changes in their written compositions to make them more effective in speech. For example, they will probably want to break some complex sentences into simpler structures as a general tactic for giving speeches and as an aid to varying intonation.
- Help students develop strong introductions that will capture the interest of their audience.

## Reading

*Prerequisite standard. Ninth-Grade and Tenth-Grade Literary Response and Analysis*

**Standard:** Analyze the way in which a work of literature is related to the themes and issues of its historical period (historical approach).

*Corequisite standards. Eleventh-Grade and Twelfth-Grade Literary Response and Analysis Standards.*

1: Analyze characteristics of subgenres that are used in poetry, prose, and so forth.

2: Analyze the ways in which irony, tone, and mood achieve specific rhetorical and aesthetic purposes.

**Eleventh-Grade and Twelfth-Grade Writing Applications Standard:** Write responses to literature.

**Eleventh-Grade and Twelfth-Grade Speaking Applications Standard:** Deliver oral responses to literature.

## Instructional Delivery

Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a particular topic. A crucial element in achieving this objective is the assumption that students possess reasonably thorough knowledge about a given political topic. Although that knowledge can be obtained in conjunction with literary criticism activities, it is more efficient for learning that it take place through the coordination of the standards for the eleventh and twelfth grades and those for the ninth and tenth grades. For example, one of the approaches to literary criticism in the ninth-grade and tenth-grade standards is historical. Accordingly, students might visit a topic at that level (e.g., establishment of labor unions) with a historical emphasis, then revisit the topic in the eleventh and twelfth grades, using more sophisticated sources to learn the background necessary to conduct meaningful literary criticism through a political approach.

If readings are selected carefully, further economy in meeting ambitious standards can be achieved. For example, students might read some of Blake's *Songs of Innocence* for background on child labor abuses in England that contributed to the formation of labor unions there. Work with such literature can contribute to achieving other standards related to literary response and analysis as well. Students will learn that the contents of *Songs of Innocence* are not innocent and contribute to the students' understanding of one way in which irony achieves a rhetorical effect. Simultaneously, students analyze characteristics of a variety of poems and other reading selections as part of their overall analysis of characteristics of the subgenres found within basic genres. Instruction should include portions of several other literary standards as well. The sequencing and selection of reading material can simultaneously influence the effectiveness and efficiency of instruction.

One group of writing standards requires students to write responses to literature. When they have read several selections and have demonstrated their understanding of the political approach to literary criticism—either in an informal way or through class discussion or more formal assessments—the next logical step for students to take is to write a formal literary critique emphasizing responses to literature singled out in the writing standards.

Objective, thorough literary criticism is not easy to achieve. Instruction should begin with a clear notion of what literary criticism is and how the approach currently under study (i.e., political) differs from approaches taught in earlier grades (e.g., historical). A good way to frame the instruction is to have students first read examples of political literary criticism before going to source selections and eventually writing a formal critique. Teachers should provide substantial guidance throughout this sequence, particularly in the form of explicit instruction in the elements of literary criticism unique to the political approach.

## Assessment

1. *Entry-Level Assessment for Instructional Planning.* Formal pretesting at this level is neither practical nor necessary. However, important prior knowledge assumed as prerequisite for instruction should be tested informally. For example, if instruction in a political approach to literary criticism assumes background knowledge of history, students should be tested on that knowledge. The assessments can also serve as a mechanism for allowing students to review what they learned earlier.
2. *Monitoring Student Progress Toward the Instructional Objective.* Throughout the year the activities students participate in provide multiple opportunities for ongoing evaluation of progress toward achieving standards. The crucial aspect of testing at this level is not the nature of the tests as much as how teachers use the results to make changes in the curriculum and instruction. For instance, if several students are having great difficulty with literary criticism, teachers should provide more scaffolded learning opportunities than they might do otherwise (e.g., procedural facilitators, such as think sheets).
3. *Post-test Assessment Toward the Standard.* No single source of assessment can give a complete picture of student achievement of the standards. The types of tests required by the school district or the state contribute partially to the picture. Final independently produced compositions and oral presentations provide substantial significant data on achievement as well.

For this standard in particular, a final written critique of a literary work is the best criterion-referenced assessment tool.

## **Meeting Students' Diverse Needs**

1. *Students with Reading Difficulties or Disabilities.* Doing sophisticated critical analyses of literature and writing about them are extremely challenging for students with disabilities or other learning difficulties. They will be helped enormously if teachers provide the substantial and explicit guidance previously recommended. Teachers should read more challenging literary selections to the whole class. Lower-performing students may require significant support from peers while analyzing some literary selections. For very low performing students, the standards for writing sophistication may be adapted.
2. *Students Who Are Advanced Learners.* Advanced students may be exempted from the substantial and explicit instruction described previously if they demonstrate a satisfactory grasp of the concepts being taught. Independent study might be useful provided guidance by the teacher is available as needed.

Advanced learners still need instruction and should not be expected to teach themselves.) Extending those students' learning to include the political analysis of writings about present-day concerns might prove to be stimulating, especially if students are thereby allowed to express their thoughts in genuine forums.

3. *Students Who Are English Learners*
  - a. Teachers need to provide English learners with models of the types of literary analyses the learners are expected to produce. Also recommended are exercises that will help the learners acquire the grammatical structures and vocabulary needed to perform the analyses and consistent feedback on the quality and accuracy of the learners' written work.
  - b. Because English learners may not have access to the same cultural knowledge as English speakers do in order to analyze political assumptions, teachers may need to provide the learners with additional information.
  - c. English learners may not have acquired the grammatical structures and vocabulary needed to complete literary analyses. For instance, they may not have learned how to use the present tense to discuss specific types of literary texts. (Note how the present tense is used in this sentence:  
Hamlet *dies* and his son *seeks* revenge.) English learners require additional information on verb tense as well as instruction in introducing and incorporating short and long quotations into text to support literary analyses and in analyzing texts rather than merely summarizing them.
  - d. As the learners acquire advanced academic vocabulary, they should be guided in the appropriate use of the words in their writing.

Instructional materials should provide the following:

1. A sufficient number of examples of the genres targeted at this level that span reading, writing, and speaking
2. Procedural facilitators (i.e., devices designed to help facilitate acquisition of new knowledge and skills)
3. Reading selections coordinated to address more than a single standard
4. Examples of explicit strategies for achieving important standards
5. Substantial, significant resources for helping teachers accommodate a wide range of student achievement

