











PK-12 Standard: EXPRESSIVE

Students speak, write, and visually represent multiple types of texts using various evolving technologies and strategies. In these texts, students will engage in critical, creative, and reflective thinking to achieve diverse purposes within local, national, and world communities.

<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades 9-12 Learning Continuum</i> 	
E1: Conduct inquiry by posing and solving problems and/or exploring topics	Pose reasoned questions	Generate open-ended, essential questions that are relevant to self and others 	Pose informed, open-ended questions that probe the complex relationships among text, self, and world
	Pose reasoned responses	Pose responses by examining and synthesizing ideas and information from provided and found texts, oneself, and others 	Pose responses from multiple viewpoints by researching, analyzing, and creating texts that explore relationships among texts, self, and world
	Use researched information to support a position	Construct, report, and defend an assigned or selected position with counterargument, using relevant and timely information 	Construct, report, and defend a self-selected, unique position that shows the depth and complexity of an issue, synthesizing multiple viewpoints


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R1: Identify and explore self-selected and assigned topics, seeking new insights	Identify issues of significance about texts	Identify and understand the relevance of a text to self and others 	Identify and understand the context and complexity of a text as related to self and local, national, and/or world perspectives
	Generate open ended questions about texts	Generate questions (e.g. What information is not included in the text?, What do I already know and want to know about this text?, etc.) to extend a topic beyond known information to understand what is not known about a text 	Generate informed questions (e.g. What hasn't been considered yet?, How does the author's perspective influence my purpose for reading? How does this text fit in with other texts from this period?, etc.) , to understand the complexity of a text
	Use an inquiry process	Use demonstrated inquiry processes(e.g. define a research topic, create a research plan, etc.) to explore a topic 	Use self-selected inquiry processes to explore a topic
	Use research strategies	Use demonstrated research strategies (e.g. locate information through keyword vs. subject heading, electronic databases, advanced search engine strategies, interview questions, etc.) to explore a topic 	Use self-selected research strategies to explore a topic
	Examine multiple sources	Examine a variety of increasingly complex texts from multiple sources, beginning with selected sources (e.g. from teacher and library media specialist, etc.) 	Examine a variety of increasingly complex texts from multiple sources


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E2: Develop, use, and adapt language according to context and purpose	Analyze purpose and context	Recognize and analyze the needs and expectations of those in everyday contexts to design and deliver effective texts	Recognize and analyze audiences that do not share the students' viewpoints and/or experiences to design and deliver effective texts
	Choose words and expressions appropriate to context	Use knowledge of denotative/connotative meanings and levels of formality of diction to choose words purposely	Use language and expressions effectively for communicating about sophisticated and complex topics and issues to audiences that do not share the students' viewpoints and/or experiences
		Adjust language as appropriate to context	


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R2: Understand the nature of language and respect its uses	Analyze and respect language differences	Identify purposes of language use in a variety of contexts (e.g. social networking, workplace communication, academic writing, discussions, presentations, lectures, etc.) → Examine the effect of variations in social, cultural, and regional uses of language (e.g. dialects, social registers, etc.)
	Analyze and respect the histories of social, cultural, or regional variations of language	Comprehend the histories of local language variations → Analyze how the histories of diverse groups (e.g. African-American, American Indian, Hispanic, Asian-American, etc.) influence language
	Recognize linguistic registers and discourses appropriate to the context	Evaluate the effectiveness of language choice in a variety of contexts → Analyze and evaluate a range of registers (e.g. level of formality, nature of ideas, etc.) and discourses (e.g. vocabulary, power relationships, etc.)
	Recognize and understand social attitudes about language variation and linguistically distinct groups	Analyze and evaluate social attitudes and biases about language and its evolution


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E3: Apply knowledge to new situations and create new knowledge individually and collaboratively	Develop ideas using creative thinking, problem posing, and problem solving strategies	Use creative, problem-solving processes individually and collaboratively to explore and contribute to issues, problems, and questions	Use creative, problem-solving processes individually and collaboratively to pose problems and contribute possible solutions to increasingly complex problems that resist single, simplistic solutions
	Use strategies to contribute to collaborative projects	Use cooperative learning strategies to pose and solve problems	Use cooperative learning strategies to pose problems and to respond to and explore increasingly complex and unstructured problems and issues
	Use technologies to explore and communicate	Use a variety of technologies to inquire, to display knowledge, integrate new knowledge, and revise prior understandings	Use a variety of technologies to display knowledge, integrate new knowledge, revise prior understandings, and reflect on growth and development of understanding and skills


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R3: Explore ideas through collaboration and communication to come to new understanding	Discover patterns among ideas using a collaborative process	Identify and summarize similarities and differences among ideas, experiences, opinions, and viewpoints	Analyze ideas, opinions, and viewpoints that are increasingly disparate, contradictory, and paradoxical
	Find relationships among ideas using a collaborative process	Synthesize similarities and differences among ideas, experiences, opinions, and viewpoints	Synthesize ideas, opinions, and cultural viewpoints that are increasingly disparate, contradictory, and paradoxical to pose, explore, and solve problems
	Receive and explore the ideas and opinions of others	Receive and explore the ideas and opinions of others, offering observations and ideas that develop and extend understandings	Receive, explore, and evaluate the ideas and opinions of others, working with increasingly challenging and abstract topics that require higher order thinking
	Use communication and collaboration skills	Follow instructions to carry out assigned or self-selected roles in work groups, monitor participation, evaluate, and self-correct for effectiveness	Design and carry out collaborative projects for problems and projects that are increasingly complex and abstract, monitoring, assessing, and self-correcting for effectiveness

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E4: Create, organize, revise, and publish texts in a timely manner for a variety of audiences	Develop informational, technical, and work-related texts	Generate quantitative and technical information (e.g. memos, applications, letters, brochures, emails, video, resumes, PowerPoint, etc.) for various audiences	Generate quantitative and technical information (e.g. memos, applications, letters, brochures, emails, video, resumes, PowerPoint, etc.) for specific audiences to explain, persuade, and share in the greater community
	Develop argumentative and persuasive texts	Develop a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, cites persuasive evidence, and draws a conclusion	Develop a sophisticated and nuanced argument that takes a unique position, accurately synthesizes divergent positions, supports claims and opinions with evidence from a variety of sources, and draws a persuasive conclusion
	Develop creative and reflective texts	Develop creative pieces (e.g. poetry, story, personal narrative, visual representation etc.) characterized by appropriate format, tone, descriptive detail, style, and voice to share in the greater community	
	Reflect on and revise own text	Use a variety of strategies (e.g. rubrics, feedback from peers and teachers, critiques, other sources, etc.) to reflect on the effect of the format, language, and structure, and conventions of the text	Use a variety of strategies individually (e.g. reading out loud, using a rubric, seeking feedback, reading from a different perspective, etc.) to evaluate the success of a text
		Seek and use feedback from a variety of sources (e.g. peers, teachers, resources, etc.) and employ modeled strategies to reflect and revise one's own writing to improve effective delivery of message as part of a writing	

process


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R4: Acquire, organize, analyze, interpret, and evaluate texts	Use tools to locate texts	Use provided tools (e.g. library catalog, designated online periodicals, electronic databases, etc.) with instruction to find texts	Determine the most appropriate tool(s) to find texts relevant to the purpose	
	Use criteria to select texts	Use provided criteria (e.g. validity, reliability, authenticity, accuracy, etc.) to select texts relevant to the purpose	Create criteria to select texts relevant to the purpose	
	Use visual features	Use visual features (e.g. maps, charts, graphs, timelines, tables, diagrams, typography, etc.) to analyze and interpret increasingly complex texts		
	Analyze organization and language	Analyze rhetorical structures (e.g. compare/contrast, cause and effect, classification, definition, process, etc.) to determine central and supporting ideas and purpose	Analyze rhetorical structures to determine intended audience	Evaluate the use of logic and language to determine the validity of information or an argument


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E5: Engage with, respond to, interpret, and perform local, national, and world literature from various periods	Create interpretive responses to literature	Use the historical, social, and cultural context of literature to interpret human experiences
	Create imaginative texts	Create, share, publish, and/or perform fictional, poetic, dramatic pieces


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R5: Engage with, respond to, analyze, interpret, and evaluate local, national, and world literature from various periods	Recognize relationships between and among texts	Understand relationships among self, texts, and world	Analyze and draw conclusions about the parallels among literary texts, self, history, and culture
	Analyze genre conventions and literary devices	Identify and analyze the effect of genre conventions (e.g. novel, short story, poetry, drama, essay, etc.) and literary devices (e.g. idioms, allusions, irony, etc.)	Relate the effect of genre conventions and literary devices to the purpose of the text
	Interpret text through the lens of history, society, ethics and culture	Interpret text through a historical, societal, ethical, or cultural lens	Interpret text using literary critical theory (e.g. feminism, new American, formalism, psychoanalysis, etc.)
	Develop a habit of reading a variety of texts	Engage in assigned and independent reading and discussion within and outside of structured activities	
	Select a variety texts for enjoyment and enrichment	Choose texts from recommendations (e.g., lists, teacher sharing, etc.), interests, or need	Seek texts for reading based on one's own criteria





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E6: Select and use speaking, writing, and visual representation strategies and techniques	Use a process to create texts	Use a demonstrated or self-initiated process to generate, select, express, revise, edit, and reflect on ideas for a specific text →	Adapt a demonstrated or self-initiated process to generate, select, express, revise, edit, and reflect on ideas for a specific text
	Use appropriate comprehension strategies and habits to develop texts	Use demonstrated comprehension and problem-solving strategies (e.g. summarize, predict, infer, question, connect, visualize, evaluate, etc.) → and problem solving strategies (e.g. identify confusion, follow instructions, skim and scan, re-read, paraphrase, etc.) to develop texts	Identify and choose appropriate comprehension and problem solving strategies to develop texts
	Convey meaning through text content	Use strategies and techniques appropriate for the format, purpose, and audience of a text →	Convey meaning through a combination of multimodal texts and texts in multiple formats to achieve an overarching goal
	Convey meaning through text design	Practice and use design techniques (e.g. visual and sound techniques, repetition, whitespace, color, eye contact, power point ettiquitte, etc.) → for various texts, formats, purposes and audiences	Select and use design techniques to exhibit style and create impact on an audience


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R6: Select and use listening, reading, viewing, and thinking strategies and techniques	Use appropriate strategies for comprehending texts	Use comprehension strategies (e.g. summarize, predict, infer, question, connect, visualize, evaluate, etc.) and problem solving strategies (e.g. identify confusion, follow instructions, skim and scan, re-read, paraphrase, etc.) to understand various texts 	Identify and choose comprehension strategies and problem solving strategies to understand various texts
	Identify text features for comprehending texts	Identify text features (e.g. visual cues, structural cues, sound techniques, table of contents, index, etc.) to understand various texts 	Identify how text features influence one's comprehension
	Use strategies for analyzing and understanding words	Use resources (e.g. dictionary, thesaurus, etc.), structural cues (e.g. word parts, etymology, etc.), and context to analyze words and understand their meanings 	Use self-selected resources, structural cues, and context to analyze words and understand their meanings

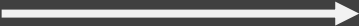





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E7: Construct and present informed, logical, and ethical positions on issues	Use reliable sources to communicate information	Reflect on, interpret, and present information through selective summary, paraphrase, and quotation from reliable sources adhering to conventions, citing sources (e.g., MLA, APA etc.)	Interpret, evaluate, synthesize, and present information from reliable multiple sources through selective summary, paraphrase, and quotation adhering to convention, citing sources, (e.g., MLA, APA etc.)
	Take a position and create an argument	Convey a position using knowledge about self and others and address counter arguments to that position	Convey a position after applying ethical reasoning and tests of logic (e.g., fallacies) and ethics about their local, national, and world communities acknowledging the complexities of the issue and using various forms of persuasion and argument (e.g., deductive, Rogerian,) to address counter arguments

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R7: Make informed, logical, ethical decisions, and/or judgments based on a variety of perspectives	Use critical thinking to analyze texts	Identify the elements of argument (e.g. false premises, claims, evidence, appeals, etc.) and evaluate connections among them 	Recognize and analyze manipulative strategies and techniques in arguments and persuasive texts (e.g. logical fallacies, false assumptions, faulty reasoning, etc.)
		Differentiate among statements of fact, opinion, and judgment 	Examine and evaluate the evidence used to support a position
	Identify multiple perspectives within and among texts	Determine perspectives (e.g., author, characters, audience, etc.) within/among text(s) and compare perspectives to one's own, using textual clues and provided background information about an author and a text's context 	Determine multiple and nuanced perspectives within/among text(s) and objectively and critically compare perspectives (e.g., rhetorical/literary analysis, etc.), using textual clues and self-generated background information about an author and a text's context
	Use a process to evaluate perspectives	Apply criteria to evaluate perspectives, considering topic, fairness, and feasibility 	Generate criteria to evaluate perspectives considering logic, reasoning, and impact
Analyze texts to determine how values and purpose influence a point of view	Recognize and identify how an author's disposition and attitudes as shown through textual clues (e.g. diction, tone, etc.) reveal a point of view 	Analyze and examine how an author's disposition and attitude shown within a text or a body of work is influenced by the context (e.g., social, political, historical, etc.) in which it was written and consider how different contexts would reshape	

		points of view
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