



Standards By Design:

CIM (High School) for English Language Arts



Acknowledgment

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Message to Students

Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

Getting in shape academically is one of the most important things you can do to prepare for a successful future. Your future starts with Oregon’s academic standards. This booklet explains what you should know and be able to do in each subject, at your grade level.

Please review this guide with your teachers and share it with your parents and family. To be ready for tomorrow, get in top academic shape today. You can use this guide year round to check your progress.



Message to Parents

Dear Parent,

Education is the building block of every student's future. To ensure all students have the opportunity to succeed, Oregon has adopted world-class academic standards in English/language arts, mathematics, science, social studies, the arts, health education, physical education and second languages. The academic content standards clearly outline what students should know and be able to do in each subject, at each grade level. Oregon's teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state's plan for improving student achievement. They provide a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today's economy and to earn enough to support a family, all students need to continue their education beyond high school, whether at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning occurs many places, not only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference. Nothing will have a bigger impact on your student's success than your involvement in his or her education.

On the next page is a list of 12 things you can do to help ensure your child has the best education possible – from preschool to post-high school opportunities. We hope you will use this guide as a tool to help your child succeed today and in the future.

Sincerely,

A handwritten signature in black ink that reads "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" and last name "Castillo" clearly legible.

Susan Castillo
Superintendent of Public Instruction

Twelve things parents can do to help students succeed

- 1. Promote education beyond high school.** Make sure your child knows you expect him or her to continue learning after high school – it's never too early to start raising these expectations. To keep our families, communities, and economy strong, all students need to keep learning.
- 2. Build relationships with your child's teachers.** Find out what each teacher expects of your child. Learn how you can help your child prepare to meet these expectations.
- 3. Read to your child.** Reading is the foundation for all learning and is one of the most important contributions you can make to your child's education. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows.
- 4. Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
- 5. Make math part of everyday life.** Paying bills, cooking, gardening, and even playing games are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
- 6. Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
- 7. Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home.
- 8. Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmer's market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.
- 9. Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits your child learns now will carry over into college and beyond.
- 10. Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
- 11. Start a college savings plan as soon as possible.** Investigate Oregon's College Savings Plan and other investment vehicles and contribute as much as you can.

12. Promote high standards for all. To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

Remember: You are the most important influence on your child. Oregon's academic standards give you important tools to ensure your child gets the best education possible and is well prepared for the future.



Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills.

Assessments at the state level provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public.

Assessments at the classroom level help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

The Oregon Assessment of Knowledge and Skills (OAKS) consists of three broad areas:

1. Multiple Choice Tests present the student with a series of questions or problems. The student responds on an answer sheet and responses are scored by machine. These tests are required in grades 3-8 and high school/CIM for English Language Arts and mathematics and for grades 5, 8, and high school/CIM in science. An optional multiple choice test is also available for Social Sciences in grades 5, 8 and high school/CIM.

2. State Writing Assessments require students to give extended written responses to open-ended topics provided by the state in a supervised testing situation. Trained raters at state-run scoring sites judge student work using the state scoring guide. These performance assessments are required for grades 4, 7 and high school/CIM.

3. Classroom Work Samples are a series of formal classroom assessments available to Oregon teachers in grades 3 to high school/CIM that allow students to respond to locally provided topics or complex problems. Student work is rated by teachers in their own schools or districts using state scoring guides. Work samples are collected in Writing, Speaking, Mathematics Problem Solving, Scientific Inquiry and Social Science Analysis.

Who is required to take state assessments?

Third grade is the first time that many students will be taking a statewide assessment. Third grade students take tests in Reading/Literature and Mathematics that are delivered through TESA (Technology Enhanced State Assessment) a computerized adaptive testing system.

The table below lists the statewide assessment schedule, by grade.

Required Statewide Testing

	3	4	5	6	7	8	10/CIM
Reading/Literature	X	X	X	X	X	X	X
Writing		X			X		X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X
Social Sciences (optional)			X			X	X

How is student performance measured on these assessments?

Content Standards describe what students in Oregon should learn. How well they learn the content is determined by Achievement Standards. These Achievement Standards, or “cut scores”, identify the score needed to demonstrate solid understanding of the Content Standards. The following table shows the current Achievement Standards in Reading/Literature and Mathematics for grades 3-8 and 10/CIM.

Grade	<u>Reading/Literature</u>		<u>Mathematics</u>		<u>Science</u>	
	Meet	Exceed	Meet	Exceed	Meet	Exceed
3	204	218	205	217	----	----
4	211	223	212	225	----	----
5	218	230	218	229	225	238
6	222	234	221	232	----	----
7	227	239	226	238	----	----
8	231	241	230	241	234	246
10/CIM	236	248	236	246	239	249

The state writing assessment and classroom work samples are scored using state scoring guides. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. For the state writing assessment, student work is scored by two different raters and their scores combined to create a “composite score.”

Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers are asked to align their classroom assessments carefully to the criteria described on the scoring guide. **Composite scores are not required for classroom work samples.**

For more information on assessments, please visit <http://www.ode.state.or.us/search/results/?id=169>

English Language Arts

CIM

Tenth Grade students deepen their study of language, informational text, and literature and hone skills in reading, writing, and speaking that help them in other subjects. Students expand their study of vocabulary by distinguishing between denotative and connotative meanings of words and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary text and informational text. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Reading

CCG: Decoding and Word Recognition :
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

CIM (High School)

EL.CM.RE.01

Read at an independent and instructional reading level appropriate to grade level.

CCG: Listen to and Read Informational and Narrative Text :
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

CIM (High School)

EL.CM.RE.02

Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.CM.RE.03

Make connections to text, within text, and among texts across the subject areas.

EL.CM.RE.04

Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.CM.RE.05

Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.CM.RE.06

Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.CM.RE.07

Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

CCG: Vocabulary :

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

CIM (High School)

EL.CM.RE.08

Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.CM.RE.09

Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.CM.RE.10

Determine meanings of words using contextual and structural clues.

EL.CM.RE.11

Identify and use the literal and figurative meanings of words and phrases.

EL.CM.RE.12

Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

EL.CM.RE.13

Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.

EL.CM.RE.14

Understand technical vocabulary in subject area reading.

CCG: Read to Perform a Task :

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

CIM (High School)

EL.CM.RE.15

Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

EL.CM.RE.16

Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

EL.CM.RE.17

Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.

EL.CM.RE.18

Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet).

CCG: Informational Text: Demonstrate General Understanding :

Demonstrate general understanding of grade-level informational text across the subject areas.

CIM (High School)

EL.CM.RE.19

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.CM.RE.20

Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.

CCG: Informational Text: Develop an Interpretation :
Develop an interpretation of grade-level informational text across the subject areas.

CIM (High School)

EL.CM.RE.21

Predict probable future outcomes supported by the text.

EL.CM.RE.22

Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.

EL.CM.RE.23

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

EL.CM.RE.24

Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.

EL.CM.RE.25

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

CCG: Informational Text: Examine Content and Structure :
Examine content and structure of grade-level informational text across the subject areas.

CIM (High School)

EL.CM.RE.26

Draw conclusions about the author's purpose based on evidence in the text.

EL.CM.RE.27

Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

EL.CM.RE.28

Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.

EL.CM.RE.29

Compare and contrast information on the same topic after reading several passages or articles.

EL.CM.RE.30

Evaluate the logic, unity, and consistency of text.

EL.CM.RE.31

Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).

EL.CM.RE.32

Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

EL.CM.RE.33

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

EL.CM.RE.34

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.

EL.CM.RE.35

Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Literature

CCG: Listen to and Read Literary Text :
Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

CIM (High School)

EL.CM.LI.01

Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

EL.CM.LI.02

Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

CCG: Literary Text: Demonstrate General Understanding :
Demonstrate general understanding of grade-level literary text.

CIM (High School)

EL.CM.LI.03

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

CCG: Literary Text: Develop an Interpretation :
Develop an interpretation of grade-level literary text.

CIM (High School)

EL.CM.LI.04

Predict probable future outcomes supported by the text, including foreshadowing clues.

EL.CM.LI.05

Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.

EL.CM.LI.06

Identify themes in literary works, and provide support for interpretations from the text.

EL.CM.LI.07

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

EL.CM.LI.08

Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.

CCG: Literary Text: Examine Content and Structure :
Examine content and structure of grade-level literary text.

CIM (High School)

EL.CM.LI.09

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

EL.CM.LI.10

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

EL.CM.LI.11

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

EL.CM.LI.12

Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.

EL.CM.LI.13

Evaluate the impact of word choice and figurative language on tone, mood, and theme.

EL.CM.LI.14

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

EL.CM.LI.15

Analyze the impact the choice of literary form has on the author's message or purpose.

EL.CM.LI.16

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

EL.CM.LI.17

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

EL.CM.LI.18

Compare and contrast the presentation of a similar theme or topic across literary forms to explain how the selection of form shapes the theme or topic.

EL.CM.LI.19

Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Writing

CCG: Planning, Evaluation, and Revision :
Pre-write, draft, revise, edit, and publish across the subject areas.

CIM (High School)

EL.CM.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.CM.WR.02

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

EL.CM.WR.03

Identify audience and purpose.

EL.CM.WR.04

Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.CM.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.CM.WR.06

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.CM.WR.07

Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.CM.WR.08

Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone--by taking into consideration the audience, purpose, and formality of the context.

EL.CM.WR.09

Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

CCG: Writing :

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

CIM (High School)

EL.CM.WR.10

Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.

EL.CM.WR.11

Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.

EL.CM.WR.12

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

EL.CM.WR.13

Demonstrate an understanding of sentence construction--including parallel structure and subordination--to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.

CCG: Conventions: Spelling :

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

CIM (High School)

EL.CM.WR.14

Produce writing that shows accurate spelling.

CCG: Conventions: Grammar :

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

CIM (High School)

EL.CM.WR.15

Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.

EL.CM.WR.16

Understand and use proper placement of modifiers.

EL.CM.WR.17

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.

CCG: Conventions: Punctuation :
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

CIM (High School)

EL.CM.WR.18

Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens and dashes.

CCG: Conventions: Capitalization :
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

CIM (High School)

EL.CM.WR.19

Use correct capitalization.

CCG: Conventions: Handwriting :
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

CIM (High School)

EL.CM.WR.20

Write legibly.

CCG: Writing Modes :
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

CIM (High School)

Personal Narrative

Fictional Narrative

Expository

Persuasive

CCG: Writing Applications: Narrative Writing :
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

CIM (High School)

EL.CM.WR.21

Write biographical or autobiographical narratives or short stories:

Relate a sequence of events, and communicate the significance of the events to the audience.

Locate scenes and incidents in specific places.

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.

Pace the presentation of actions to accommodate changes in time and mood.

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

CCG: Writing Applications: Expository Writing: Response to Literary Text (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

CIM (High School)

EL.CM.WR.22

Write responses to literature:

Demonstrate an understanding of the significant ideas of literary works.

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

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

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

CCG: Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

CIM (High School)

EL.CM.WR.23

Write analytical essays and research reports:

Gather evidence in support of a thesis, 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 record information on charts, maps, and graphs.

Anticipate and address readers' potential misunderstandings, biases, and expectations.

Use technical terms and notations accurately.

Document sources.

CCG: Writing Applications: Persuasive Writing (4-CIM) :
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

CIM (High School)

EL.CM.WR.24

Write persuasive compositions:

Structure ideas and arguments in a sustained and logical fashion.

Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.

Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
Address readers' concerns, counter-claims, biases, and expectations.

CCG: Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-CIM) :
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

CIM (High School)

EL.CM.WR.25

Write business letters:

Provide clear and purposeful information and address the intended audience appropriately.
Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.

Emphasize central ideas or images.

Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.

EL.CM.WR.26

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

Report information and convey ideas logically and correctly.

Offer detailed and accurate specifications.

Include scenarios, definitions, and examples to aid comprehension.

Anticipate readers' problems, mistakes, and misunderstandings.

CCG: Research Report Writing :
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

CIM (High School)

EL.CM.WR.27

Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

EL.CM.WR.28

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Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.CM.WR.29

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

EL.CM.WR.30

Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.

EL.CM.WR.31

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

EL.CM.WR.32

Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries--MLA, Reference Entries--APA).

EL.CM.WR.33

Design and publish documents by using publishing software and graphics programs.

EL.CM.WR.34

Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.

Speaking and Listening

CCG: Speaking :

Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

CIM (High School)

EL.CM.SL.01

Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

EL.CM.SL.02

Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

EL.CM.SL.03

Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.

EL.CM.SL.04

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

EL.CM.SL.05

Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.

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EL.CM.SL.06

Use appropriate grammar.

EL.CM.SL.07

Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).

EL.CM.SL.08

Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).

EL.CM.SL.09

Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.

CCG: Listening :
Listen critically and respond appropriately across the subject areas.

CIM (High School)

EL.CM.SL.10

Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.

EL.CM.SL.11

Follow complex verbal instructions that include technical vocabulary and processes.

CCG: Analysis :
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

CIM (High School)

EL.CM.SL.12

Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

EL.CM.SL.13

Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

EL.CM.SL.14

Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.

EL.CM.SL.15

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

EL.CM.SL.16

Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

EL.CM.SL.17

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

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.