

Pearson Longman's *Shining Star*, Book C © 2004

Correlated to:

DODEA English Language Arts (ELA) Content Standards for Grade 12

| DODEA English Language Arts (ELA) Content Standards for Grade 12 | Pearson Longman's <i>Shining Star</i>, Book C © 2004 |
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| <p>Strand: E1 Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. "Comprehension" means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.</p> | |
| <p>E1a: The student reads at least twenty–five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade twelve (1100L–1349L). The materials should include traditional and contemporary literature (both fiction and non–fiction) as well as magazines, newspapers, textbooks, and on–line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p> | <p>Opportunities to address this standard may be found on the following pages:</p> <p>SE/TE: Further Reading, 45, 89, 133, 179, 225, 271; also see: Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261; Review and Practice, 12–13, 30–31, 56–57, 74–75, 100–101, 118–119, 144–145, 164–165, 192–193, 210–211, 238–239, 256–257</p> |
| <p>E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p> | |
| <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> | <p>SE/TE: Discussion, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257; also see: Making inferences, 67; Analyzing text structure, 155; Identifying causes and effects, 203 TE only: Making inferences, 69, 71; Analyzing text structure, 157, 161, 167, 213; Identifying causes and effects, 205, 207</p> |
| <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> | <p>SE/TE: Discussion, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257; also see: Making inferences, 67; Identifying causes and effects, 203 TE only: Making inferences, 69, 71; Analyzing text structure, 157, 161, 167, 213; Identifying causes and effects, 205, 207</p> |
| <p>E1b.3: draws the texts together to compare and contrast themes, characters, and ideas;</p> | <p>SE/TE: Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261; also see: Text Purpose, 17, 61, 79, 105, 123, 197, 215, 243, 261 TE only: Discuss the theme, 3, 47, 91, 135, 181, 227</p> |
| <p>E1b.4: makes perceptive and well developed connections;</p> | <p>SE/TE: Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261; also see: Text Purpose, 17, 61, 79, 105, 123, 197, 215, 243, 261; Theme, 209 TE only: Discuss the theme, 3, 47, 91, 135, 181, 227; Across the curriculum: Geography, 10, 96, 162, 206, Civics, 28, 76, 122, Science, 143, 254, Math, 8, 116, 141, 232, History, 190, 252, Health, 34, 72, Art, 120, 194, 236, Music, 98; Theme, 208</p> |

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| E1b.5: evaluates writing strategies and elements of the author's craft. | SE/TE: Rhyme, 58; Viewpoint/Point of view, 17, 35; Perspective, 243; Genre, 169; Personification, 196; Characterization, 73; Metaphor, 94; Mood, 114; Point of view, 251; Theme, 209; also see: Text Purpose, 17, 61, 79, 105, 123, 197, 215, 243, 261 TE only: Theme, 208 |
| E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: | |
| E1c.1: interprets and analyzes information; | SE/TE: Analyzing text structure, 155; Identifying causes and effects, 203; also see: Review and Practice, 12–13, 30–31, 56–57, 74–75, 100–101, 118–119, 144–145, 164–165, 192–193, 210–211, 238–239, 256–257 TE only: Analyzing text structure, 157, 161, 167, 213; <i>Across the curriculum: Geography, 10, 96, 162, 206, Civics, 28, 76, 122, Science, 143, 254, Math, 8, 116, 141, 232, History, 190, 252, Health, 34, 72, Art, 120, 194, 236, Music, 98</i> ; Identifying causes and effects, 205, 207 |
| E1c.2: relates new information to prior knowledge or experience; | SE/TE: Previewing, 5; Using knowledge and experience to predict, 23 TE only: Previewing, 6, 10, 14, 53, 59, 146; Using knowledge and experience to predict, 25, 29 |
| E1c.3: extends ideas; | SE/TE: Discussion, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257; Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261 TE only: <i>Across the curriculum: Geography, 10, 96, 162, 206, Civics, 28, 76, 122, Science, 143, 254, Math, 8, 116, 141, 232, History, 190, 252, Health, 34, 72, Art, 120, 194, 236, Music, 98</i> |
| E1c.4: makes a connection to related topics or information. | SE/TE: Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261 TE only: <i>Across the curriculum: Geography, 10, 96, 162, 206, Civics, 28, 76, 122, Science, 143, 254, Math, 8, 116, 141, 232, History, 190, 252, Health, 34, 72, Art, 120, 194, 236, Music, 98</i> |

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| <p>Strand: E2 Writing is a process through which a written shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.</p> | |
| <p>E2a: The student produces a report that:</p> <p>E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p>E2a.2: develops a controlling idea that conveys a perspective on the subject;</p> <p>E2a.3: creates an organizing structure appropriate to purpose, audience, and context;</p> <p>E2a.4: includes appropriate facts and details;</p> <p>E2a.5: excludes extraneous and inappropriate information;</p> <p>E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;</p> <p>E2a.7: provides a sense of closure to the writing.</p> | <p>SE/TE: Research report: prewrite, 221, model, 222, draft, revise, edit, publish, 223; Projects, 44, 88, 132, 178, 224, 270; also see: Listening and Speaking: Research Report, 220</p> <p>TE only: Research skills: internet searches/sites, 84, 220; Research skills: sources, 128; Research skills: interview, 40, 266; Search newspapers for stories about civil liberties, 129</p> |
| <p>E2b: The student produces a response to literature that:</p> <p>E2b.1: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;</p> <p>E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;</p> <p>E2b.3: supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;</p> <p>E2b.4: demonstrates understanding of the literary work though suggesting an interpretation;</p> <p>E2b.5: anticipates and answers a reader's questions;</p> <p>E2b.6: recognizes possible ambiguities, nuances, complexities, and analogies;</p> <p>E2b.7: provides a sense of closure to the writing.</p> | <p>Opportunities to address this standard may be found on the following pages:</p> <p>SE/TE: Discussion and Extension, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257; Reflection, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261</p> |
| <p>E2c: The student produces a narrative (fictional or autobiographical) account that:</p> <p>E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;</p> <p>E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);</p> <p>E2c.3: creates an organizing structure;</p> <p>E2c.4: includes sensory details and concrete language to develop plot and character;</p> <p>E2c.5: develops complex characters;</p> <p>E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;</p> <p>E2c.8: provides a sense of closure to the writing.</p> | <p>SE/TE: Personal Narrative: prewrite, 41, model, 42, draft, revise, edit, publish, 43; Biographical narrative: prewrite, 175, model, 176, draft, revise, edit, publish, 177; Short Story: prewrite, 267, model, 268, draft, revise, edit, publish, 269; also see: Listening and Speaking: Personal Narrative, 40</p> |

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| <p>E2d: The student produces a narrative procedure that:</p> <p>E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p>E2d.2: provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures; e.g., headings; and provides smooth transitions, between steps;</p> <p>E2d.3: makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;</p> <p>E2d.4: includes relevant information;</p> <p>E2d.5: anticipates problems, mistakes, and misunderstandings that might arise for the reader;</p> <p>E2d.7: provides a sense of closure to the writing.</p> | <p>SE/TE: Letter to the Editor: How to Solve a Problem, prewrite, 85, model, 86, draft, revise, edit, publish, 87</p> <p>TE only: Steps for growing and exporting tea, 13</p> |
| <p>E2e: The student produces a persuasive essay that:</p> <p>E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p>E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;</p> <p>E2e.3: creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;</p> <p>E2e.4: includes appropriate information and arguments;</p> <p>E2e.5: excludes information and arguments that are irrelevant;</p> <p>E2e.6: anticipates and addresses reader concerns and counter-arguments;</p> <p>E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;</p> <p>E2e.8: uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;</p> <p>E2e.9: provides a sense of closure to the writing.</p> | <p>SE/TE: Letter to the Editor: How to Solve a Problem, prewrite, 85, model, 86, draft, revise, edit, publish, 87</p> <p>TE only: Persuading TV audience to attend a play, 175</p> |
| <p>E2f: The student produces a reflective essay that:</p> <p>E2f.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p>E2f.2: analyzes a condition or situation of significance;</p> <p>E2f.3: develops a commonplace, concrete occasion as the basis for the reflection; e.g., personal observation or experience;</p> <p>E2f.4: creates an organizing structure appropriate to purpose and audience;</p> <p>E2f.5: uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;</p> <p>E2f.6: provides a sense of closure to the writing.</p> | <p>SE/TE: Personal Narrative: prewrite, 41, model, 42, draft, revise, edit, publish, 43; Descriptive essay: prewrite, 129, model, 130, draft, revise, edit, publish, 131</p> |

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| <p>Strand: E3 Speaking, Listening and Viewing Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.</p> | |
| <p>E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration;</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing; e.g., "what if...", "very likely...", "I'm unsure whether...";</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions.</p> | <p>Opportunities to address this standard may be found on the following pages:</p> <p>SE/TE: Discussion, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257</p> <p>TE only: Cooperative grouping, 4, 22, 35, 61, 66, 79, 105, 128, 132, 136, 154, 182, 202, 215, 228, 239, 248; Partner work, 33, 37, 79, 81, 135, 165, 171, 213, 217, 251; Group work, 7, 53, 185, 193, 195, 205, 211, 263, 267; Discuss the theme, 3, 47, 91, 135, 181, 227</p> |
| <p>E3b: The student participates in group meetings, in which the student:</p> <p>E3b.1: displays appropriate turn-taking behaviors;</p> <p>E3b.2: actively solicits another person's comment or opinion;</p> <p>E3b.3: offers own opinion forcefully without dominating;</p> <p>E3b.4: responds appropriately to comments and questions;</p> <p>E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6: gives reasons in support of opinions expressed;</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p>E3b.8: employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);</p> <p>E3b.9: divides labor so as to achieve the overall group goal efficiently.</p> | <p>SE/TE: Group Presentation, 84, 266; TV Commercial, 174; also see: Discussion, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257</p> <p>TE only: Cooperative grouping, 4, 22, 35, 61, 66, 79, 105, 128, 132, 136, 154, 182, 202, 215, 228, 239, 248; Partner work, 33, 37, 79, 81, 135, 165, 171, 213, 217, 251; Group work, 7, 53, 185, 193, 195, 205, 211, 263, 267; Discuss the theme, 3, 47, 91, 135, 181, 227</p> |
| <p>E3c: The student prepares and delivers an individual presentation, in which the student:</p> <p>E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p> <p>E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p> <p>E3c.3: uses notes or other memory aids to structure the presentation;</p> <p>E3c.4: develops several main points relating to a single thesis;</p> <p>E3c.5: engages the audience with appropriate verbal cues and eye contact;</p> <p>E3c.6: projects a sense of individuality and personality in selecting and organizing content and in delivery.</p> | <p>SE/TE: Listening and Speaking Workshop: Personal Narrative, 40; Speech, 128; Research Report, 220</p> |

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| <p>E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:</p> <p>E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people; E3d.2: evaluates the role of the media in focusing attention and in forming opinion; E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information; E3d.4: defines the role of advertising as part of media presentation.</p> | <p>SE/TE: Listening and Speaking Workshop: TV Commercial, 174</p> |
| <p>E3e: The student listens to and analyzes a public speaking performance; that is, the student:</p> <p>E3e.1: takes notes on salient information; E3e.2: identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question); E3e.3: accurately summarizes and evaluates the essence of each speaker's response; E3e.4: formulates and supports a judgment about the issues under discussion.</p> | <p>SE/TE: Listening and Speaking Workshop: Personal Narrative, 40; Group Presentation, 84, 266; Speech, 128; TV Commercial, 174; Research Report, 220 TE only: Press conference, 11; Research skills: interview, 40, 266; Persuading TV audience to attend a play, 175</p> |
| <p>Strand: E4 Conventions, Grammar, and Usage of the English Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p> | |
| <p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> <p>E4a.1: paragraph structure; E4a.3: punctuation; E4a.4: sentence construction; E4a.5: spelling; E4a.6: usage; E4a.7: syntax.</p> | <p>SE/TE: Grammar, 18, 36, 62, 80, 106, 124, 150, 170, 198, 216, 244, 262; Editing checklist, 43, 87, 131, 177, 223, 269 TE only: Grammar minilesson, 16, 32, 58, 76, 108, 112, 146, 162, 196, 212, 214, 242, 260</p> |
| <p>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p> <p>E4b.1: adding or deleting details; E4b.2: adding or deleting explanations; E4b.3: clarifying difficult passages; E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5: sharpening the focus; E4b.6: reconsidering the organizational structure; E4b.7: rethinking and/or rewriting the piece in light of different audience and purposes.</p> | <p>SE/TE: Personal Narrative: revise, 43; Letter to the Editor: revise, 87; Descriptive essay: revise, 131; Biographical narrative: revise, 177; Research report: revise, 223; Short Story: revise, 269</p> |

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| Strand: E5 Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing. | |
| E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: | |
| E5a.1: makes thematic connections among literary texts, public discourse, and media; | SE/TE: Theme, 209; also see: Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261 TE only: Discuss the theme, 3, 47, 91, 135, 181, 227; Read newspaper editorial, 3; Newspaper article, 9; Press conference, 11; Search newspapers for stories about civil liberties, 129; Persuading TV audience to attend a play, 175 |
| E5a.2: evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements; | SE/TE: Rhyme, 58; Viewpoint/Point of view, 17, 35; Perspective, 243; Genre, 169; Personification, 196; Characterization, 73; Metaphor, 94; Mood, 114; Point of view, 251; Theme, 209; also see: Text Purpose, 17, 61, 79, 105, 123, 197, 215, 243, 261 TE only: Theme, 208 |
| E5a.3: analyzes the characteristics of literary forms and genres; | SE/TE: Connect to Literature: Songs, 14–16; Focus on Literature, 58–60, 102–104, 146–148, 194–196, 240–242; Text Purpose, 17, 61, 79, 105, 123, 197, 215, 243, 261; also see: Link the Readings, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261 TE only: Discuss the theme, 3, 47, 91, 135, 181, 227 |
| E5a.4: evaluates literary merit; | Opportunities to address this standard may be found on the following pages: SE/TE: Discussion and Extension, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257; Reflection, 17, 35, 61, 79, 105, 123, 149, 169, 197, 215, 243, 261 |
| E5a.5: explains the effect of point of view; | SE/TE: Viewpoint/Point of view, 17, 35; Perspective, 243; Literary Element: Point of view, 251 |
| E5a.6: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles; | SE/TE: Making inferences, 67 TE only: Making inferences, 69, 71 |
| E5a.7: interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; | SE/TE: Rhyme, 58; Viewpoint/Point of view, 17, 35; Perspective, 243; Genre, 169; Personification, 196; Characterization, 73; Metaphor, 94; Mood, 114; Point of view, 251 |
| E5a.8: evaluates the stance of a writer in shaping the presentation of a subject; | SE/TE: Making inferences, 67; also see: Viewpoint/Point of view, 17, 35; Perspective, 243; TE only: Making inferences, 69, 71 |
| E5a.9: interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies; | SE/TE: Making inferences, 67; Mood, 114 also see: Discussion, 13, 31, 57, 75, 101, 119, 145, 165, 193, 211, 239, 257 TE only: Making inferences, 69, 71 |

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| <p>E5a.10: understands the role of tone in presenting literature (both fictional and non-fictional);</p> | <p>Opportunities to address this standard may be found on the following pages:</p> <p>SE/TE: Rhyme, 58; Mood, 114 also see: Making inferences, 67 TE only: Making inferences, 69, 71</p> |
| <p>E5a.11: demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p> | <p>SE/TE: Focus on Content: Social Studies, 6–11, 32–34, 76–78, 94–99, 120–122, 138–143, 258–260; Myths, 204–209 TE only: <i>Across the curriculum: Geography, 10, 96, 162, 206, Civics, 28, 76, 122, Science, 143, 254, Math, 8, 116, 141, 232, History, 190, 252, Health, 34, 72, Art, 120, 194, 236, Music, 98;</i> Multicultural note, 8, 26, 52, 70, 96, 118, 140, 168, 190, 236, 240, 258</p> |
| <p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p> | <p>SE/TE: Personal Narrative: prewrite, 41, model, 42, draft, revise, edit, publish, 43; Letter to the Editor: prewrite, 85, model, 86, draft, revise, edit, publish, 87; Descriptive essay: prewrite, 129, model, 130, draft, revise, edit, publish, 131; Biographical narrative: prewrite, 175, model, 176, draft, revise, edit, publish, 177; Research report: prewrite, 221, model, 222, draft, revise, edit, publish, 223; Short Story: prewrite, 267, model, 268, draft, revise, edit, publish, 269</p> |
| <p>Strand: E6 Public Documents A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.</p> | |
| <p>E6a: The student identifies strategies common to public documents and public discourse, including:</p> <p>E6a.1: effective use of argument; E6a.2: use of the power of anecdote; E6a.3: anticipation of counter claims; E6a.4: appeal to audiences both friendly and hostile to the position presented; E6a.5: use of emotionally laden works and imagery; E6a.6: citing of appropriate references or authorities.</p> | <p>SE/TE: Letter to the Editor: prewrite, 85, model, 86, draft, revise, edit, publish, 87; also see: Listening and Speaking Workshop: Personal Narrative, 40; Speech on Freedom, 128; TV Commercial, 174</p> |
| <p>E6b: The student creates public documents, in which the student:</p> <p>E6b.1: exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote; E6b.2: utilizes and recognizes the power of logical arguments—arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona; E6b.3: uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience; E6b.4: uses a range of strategies to appeal to readers.</p> | <p>SE/TE: Letter to the Editor: prewrite, 85, model, 86, draft, revise, edit, publish, 87; also see: Listening and Speaking Workshop: Personal Narrative, 40; Speech on Freedom, 128; TV Commercial, 174</p> |

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| <p>Strand: E7 Functional Documents A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation and particularly to an audience and the way different audiences will interact with the documents.</p> | |
| <p>E7a: The student identifies strategies common to effective functional documents, including:</p> <ul style="list-style-type: none"> E7a.1: visual appeal; e.g., format, graphics, white space, and headers; E7a.2: logic of the sequence in which the directions are given; E7a.3: point out possible reader misunderstandings and misconceptions; E7a.4: purposeful composition and the precision of the content and language; E7a.5: validity of desired outcomes and implications. | <p>Opportunities to address this standard may be found on the following pages:</p> <p>SE/TE: Performance Anxiety, 166–168; Discussion 169; Academic Content, 173</p> |
| <p>E7b: The student creates functional documents appropriate to audience and purpose, in which the student:</p> <ul style="list-style-type: none"> E7b.1: reports, organizes, and conveys information and ideas accurately; E7b.2: includes relevant narrative details, such as scenarios, definitions, and examples; E7b.3: anticipates readers' problems, mistakes, and misunderstandings; E7b.4: uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color; E7b.5: employs word choices that are consistent with the persona and appropriate for the intended audience. | <p>Opportunities to address this standard may be found on the following pages:</p> <p>SE/TE: Performance Anxiety, 166–168; Discussion 169; Academic Content, 173</p> |