

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
FOURTH GRADE			
Reading			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development			
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.			
<i>Word Recognition</i>			
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.			
<i>Vocabulary and Concept Development</i>			
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.		X	
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.			
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).		X	
1.5 Use a thesaurus to determine related words and concepts.			X
1.6 Distinguish and interpret words with multiple meanings.			X
2.0 Reading Comprehension			
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).			
<i>Structural Features of Informational Materials</i>			
2.1 Identify Use structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.		X	
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).			
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.			
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.			X

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GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.5 Compare and contrast information on the same topic after reading several passages or articles.			X
2.6 Distinguish between cause and effect and between fact and opinion in expository text.			
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).			
3.0 Literary Response and Analysis			
Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<i>Structural Features of Literature</i>			
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.			
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.			
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.			
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).			
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.		X	
Writing			
1.0 Writing Strategies			
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).			
<i>Organization and Focus</i>			
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.			
1.2 Create multiple-paragraph compositions:			
a. Provide an introductory paragraph.			
b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.		X	
c. Include supporting paragraphs with simple facts, details, and explanations.		X	
d. Conclude with a paragraph that summarizes the points.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
e. Use correct indentation.			
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).			
<i>Penmanship</i>			
1.4 Write fluidly and legibly in cursive or joined italic.			
<i>Research and Technology</i>			
1.5 Quote or paraphrase information sources, citing them appropriately.			
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).			
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.			
(Grade 5, 1.3) Use organizational features of printed text (e.g. citations and notes, bibliographic references) to locate relevant information	X		
(Grade 5, 1.4) Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and drop down menus, the thesaurus, and spell checks)	X		
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.			
1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).			
<i>Evaluation and Revision</i>			
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.		X	
2.0 Writing Applications (Genres and Their Characteristics)			
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.			
Using the writing strategies of grade four outlined in Writing Standard 1.0, students:			
2.1 Write narratives:			
a. Relate ideas, observations, or recollections of an event or experience.		X	
b. Provide a context to enable the reader to imagine the world of the event or experience.		X	
c. Use concrete sensory details.			X
d. Provide insight into why the selected event or experience is memorable.		X	
2.2 Write responses to literature:			
a. Demonstrate an understanding of the literary work.		X	

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GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
b. Support judgments through references to both the text and prior knowledge.		X	
2.3 Write information reports:			
a. Frame a central question about an issue or situation.		X	
b. Include facts and details for focus.			X
c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).		X	
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.			
Written and Oral English Language Conventions			
The standards 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.			
1.0 Written and Oral English Language Conventions			
Students write and speak with a command of standard English conventions appropriate to this grade level.			
<i>Sentence Structure</i>			
1.1 Use simple and compound sentences in writing and speaking.		X	
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.		X	
<i>Grammar</i>			
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.			X
<i>Punctuation</i>			
1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.			
1.5 Use underlining, quotation marks, or italics to identify titles of documents.			
<i>Capitalization</i>			
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.			
<i>Spelling</i>			
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.			
Listening and Speaking			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.			
<i>Comprehension</i>			
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.		X	
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.		X	
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.			
1.4 Give precise directions and instructions.			
<i>Organization and Delivery of Oral Communication</i>			
1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.			
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).			
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.			
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.			
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.			
<i>Analysis and Evaluation of Oral Media Communication</i>			
1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.		X	X
2.0 Speaking Applications (Genres and Their Characteristics)			
Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. 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 grade four outlined in Listening and Speaking Standard 1.0, students:			
2.1 Make narrative presentations:			
a. Relate ideas, observations, or recollections about an event or experience.		X	
b. Provide a context that enables the listener to imagine the circumstances of the event or experience.			
c. Provide insight into why the selected event or experience is memorable.		X	
2.2 Make informational presentations:			
a. Frame a key question.		X	
b. Include facts and details that help listeners to focus.			
c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).			X

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.			X
2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
FIFTH GRADE			
Reading			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development			
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
<i>Word Recognition</i>			
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.			
<i>Vocabulary and Concept Development</i>			
1.2 Analyze word origins to determine the meaning of unknown words.		X	
(Grade 6, 1.3) Recognize the origins and meaning of frequently used foreign words in English and use these words accurately in speaking.	X		
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.			
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).	X	X	X
1.5 Understand and explain the figurative and metaphorical use of words in context.			
(Grade 6, 1.2) Distinguish and interpret figurative language and multi-meaning words.	X		
2.0 Reading Comprehension (Focus on Informational Materials)			
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.			
<i>Structural Features of Informational Materials</i>			
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.		X	X
2.2 Analyze text that is organized in sequential or chronological order.		X	X
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.		X	X
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.		X	X
<i>Expository Critique</i>			
2.5 Distinguish facts, supported inferences, and opinions in text.		X	X

Changes noted with bold print

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
3.0 Literary Response and Analysis			
Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<i>Structural Features of Literature</i>			
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.		X	X
(Grade 6, 3.1) Identify the forms of fiction and describe the major characteristics of each form	X		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.			X
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.		X	X
3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.		X	X
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).		X	X
<i>Literary Criticism</i>			
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.			X
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.			X
Writing			
1.0 Writing Strategies			
Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
<i>Organization and Focus</i>			
1.1 Create multiple-paragraph narrative compositions:	X		
a. Establish and develop a situation or plot.	X	X	
b. Describe the setting.	X	X	
c. Present an ending.	X	X	

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
1.2 Create multiple-paragraph expository compositions:			
a. Establish a topic, important ideas, or events in sequence or chronological order.	X	X	
b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	X		
c. Offer a concluding paragraph that summarizes important ideas and details.		X	
<i>Research and Technology</i>			
1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.			
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).		X	
(Grade 6, 1.4) Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	X		
(Grade 6, 1.5) Compose documents with appropriate formatting by using word processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	X		
1.5 Use a thesaurus to identify alternative word choices and meanings.			X
<i>Evaluation and Revision</i>			
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.		X	
2.0 Writing Applications (Genres and Their Characteristics)			
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. 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 grade five outlined in Writing Standard 1.0, students:			
2.1 Write narratives:			
a. Establish a plot, point of view, setting, and conflict.			
b. Show, rather than tell, the events of the story.			
2.2 Write responses to literature:			
a. Demonstrate an understanding of a literary work.			
b. Support judgments through references to the text and to prior knowledge.		X	X
c. Develop interpretations that exhibit careful reading and understanding.		X	X
2.3 Write research reports about important ideas, issues, or events by using the following guidelines:			
a. Frame questions that direct the investigation.		X	X
b. Establish a controlling idea or topic.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
c. Develop the topic with simple facts, details, examples, and explanations.			
2.4 Write persuasive letters or compositions:			
a. State a clear position in support of a proposal.		X	
b. Support a position with relevant evidence.		X	
c. Follow a simple organizational pattern.			
d. Address reader concerns.			
Written and Oral English Language Conventions			
The standards 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.			
1.0 Written and Oral English Language Conventions			
Students write and speak with a command of standard English conventions appropriate to this grade level.			
<i>Sentence Structure</i>			
1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.			
<i>Grammar</i>			
1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.			
<i>Punctuation</i>			
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.			
<i>Capitalization</i>			
1.4. Use correct capitalization.			
<i>Spelling</i>			
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	X		
Listening and Speaking			
1.0 Listening and Speaking Strategies			
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
<i>Comprehension</i>			
1.1 Ask questions that seek information not already discussed.		X	X
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.		X	X
1.3 Make inferences or draw conclusions based on an oral report.			
<i>Organization and Delivery of Oral Communication</i>			
1.4 Select a focus, organizational structure, and point of view for an oral presentation.		X	X
1.5 Clarify and support spoken ideas with evidence and examples.		X	
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.			
<i>Analysis and Evaluation of Oral and Media Communications</i>			
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.			X
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.			
2.0 Speaking Applications (Genres and Their Characteristics)			
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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 grade five outlined in Listening and Speaking Standard 1.0, students:			
2.1 Deliver narrative presentations:			
a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.			X
b. Show, rather than tell, the listener what happens.			
2.2 Deliver informative presentations about an important idea, issue, or event by the following means:			
a. Frame questions to direct the investigation.		X	
b. Establish a controlling idea or topic.			X
c. Develop the topic with simple facts, details, examples, and explanations.			
2.3 Deliver oral responses to literature:			
a. Summarize significant events and details.		X	
b. Articulate an understanding of several ideas or images communicated by the literary work.		X	
c. Use examples or textual evidence from the work to support conclusions.		X	

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
SIXTH GRADE			
Reading			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development			
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
<i>Word Recognition</i>			
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.			
<i>Vocabulary and Concept Development</i>			
1.2 Identify and interpret figurative language and words with multiple meanings.		X	
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.			X
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.			
1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).		X	
2.0 Reading Comprehension (Focus on Informational Materials)			
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.			
<i>Structural Features of Informational Materials</i>			
2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.		X	
2.2 Analyze text that uses the compare-and-contrast organizational pattern.			
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.		X	
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.		X	
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).			
<i>Expository Critique</i>			

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GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.			
(Grade 7, 2.6) Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	X		
2.7 Make reasonable assertions about a text through accurate, supporting citations.	X		
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	X		
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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<i>Structural Features of Literature</i>			
3.1 Identify the forms of fiction and describe the major characteristics of each form.			
(Grade 7, 3.1) Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)	X		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.			
(Grade 7, 3.3) Analyze characterization as delineated through a character's thoughts, words, speech patterns and actions, the narrator's description, and the thoughts, words and actions of other characters.	X		
3.3 Analyze the influence of setting on the problem and its resolution.			
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.			
3.5 Identify the speaker and recognize the difference between first and third person narration (e.g., autobiography compared with biography).			
(Grade 7, 3.5) Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme fo the work.	X		
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.			
(Grade 7, 3.4) Identify and analyze recuring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	X		
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.		X	
<i>Literary Criticism</i>			
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).		X	

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
Writing			
1.0 Writing Strategies			
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
<i>Organization and Focus</i>			
1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.			
(Grade 7, 1.2) Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	X		
1.2 Create multiple-paragraph expository compositions:			
a. Engage the interest of the reader and state a clear purpose.		X	
b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.			
c. Conclude with a detailed summary linked to the purpose of the composition.		X	
d. Effective transitions between paragraphs		X	
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.			
<i>Research and Technology</i>			
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.			
1.4b Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation and research	X	X	
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).			
<i>Evaluation and Revision</i>			
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.			
(Grade 7, 1.6) Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports	X		
2.0 Writing Applications (Genres and Their Characteristics)			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.		X	
Using the writing strategies of grade six outlined in Writing Standard 1.0, students:			
2.1 Write narratives:			
a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.			
(Grade 7, 2.1a) Develop a standard plotline (having a beginning, conflict, rising action, climax, and denouement) and point of view	X		X
b. Include sensory details and concrete language to develop plot and character.			
(Grade 7, 2.1b) Develop complex major and minor characters and a definite setting	X		X
c. Use a range of narrative devices (e.g., dialogue, suspense).			
(Grade 7, 2.1c) Justify interpretations through sustained use of examples and textual evidence.	X		X
2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):			
a. State the thesis or purpose.		X	
b. Explain the situation.		X	
c. Follow an organizational pattern appropriate to the type of composition.		X	
d. Offer persuasive evidence to validate arguments and conclusions as needed.		X	
2.3 Write research reports:			
a. Pose relevant questions with a scope narrow enough to be thoroughly covered.			
(Grade 7, 2.3a) and tightly drawn questions about the topic	X		
b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).			
(Grade 7, 2.3b) convey clear and accurate perspectives on the subject	X		
c. Include a bibliography.			
(Grade 7, 2.3c) Include evidence compiled through formal research process (e.g., use of Reader's Guide to Periodical Literature , magazines			
(Grade 7, 2.3d) Document reference sources by means of footnotes and a bibliography.	X		
2.4 Write responses to literature:			
a. Develop an interpretation exhibiting careful reading, understanding, and insight.		X	
b. Organize the interpretation around several clear ideas, premises, or images.		X	
c. Develop and justify the interpretation through sustained use of examples and textual evidence.		X	
2.5 Write persuasive compositions:			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
a. State a clear position on a proposition or proposal.		X	
b. Support the position with organized and relevant evidence.		X	
c. Anticipate and address reader concerns and counterarguments.		X	
Written and Oral English Language Conventions			
The standards 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.			
1.0 Written and Oral English Language Conventions			
Students write and speak with a command of standard English conventions appropriate to this grade level.			
<i>Sentence Structure</i>			
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.		X	
<i>Grammar</i>			
1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.			
<i>Punctuation</i>			
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.			
<i>Capitalization</i>			
1.4 Use correct capitalization.			
<i>Spelling</i>			
1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).			
(Grade 7, 1.7) Spell derivatives correctly by applying the spellings of bases and affixes	X		
Listening and Speaking			
1.0 Listening and Speaking Strategies			
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.			
<i>Comprehension</i>			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).			
1.2 Identify the tone, mood, and emotion conveyed in the oral communication.			X
1.3 Restate and execute multiple-step oral instructions and directions.			
<i>Organization and Delivery of Oral Communication</i>			
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.			
1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.			
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.			
1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.			
<i>Analysis and Evaluation of Oral and Media Communications</i>			
1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.		X	
1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.		X	
2.0 Speaking Applications (Genres and Their Characteristics)			
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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 grade six outlined in Listening and Speaking Standard 1.0, students:			
2.1 Deliver narrative presentations:			
a. Establish a context, plot, and point of view.			
b. Include sensory details and concrete language to develop the plot and character.			
c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).			
2.2 Deliver informative presentations:			
a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.			
b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).			
2.3 Deliver oral responses to literature:			
a. Develop an interpretation exhibiting careful reading, understanding, and insight.		X	
b. Organize the selected interpretation around several clear ideas, premises, or images.		X	
c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.		X	
2.4 Deliver persuasive presentations:			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
a. Provide a clear statement of the position.			
b. Include relevant evidence.			
c. Offer a logical sequence of information.			
d. Engage the listener and foster acceptance of the proposition or proposal.			
2.5 Deliver presentations on problems and solutions:			
a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.		X	
b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.		X	
SEVENTH GRADE			
Reading			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development			
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
<i>Vocabulary and Concept Development</i>			
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	X		
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	X		
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	X		
2.0 Reading Comprehension (Focus on Informational Materials)			
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.			
<i>Structural Features of Informational Materials</i>			
2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). Students will draw inference from a variety of periodicals.		X	X
2.2 Locate information by using a variety of consumer, workplace, and public documents.			
2.3 Analyze text that uses the cause-and-effect organizational pattern.		X	
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.		X	

Changes noted with bold print

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.5 Understand and explain the use of a simple mechanical device by following technical directions.			
(Grade 9 2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g. those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet.)	X		
<i>Expository Critique</i>			
2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	X		
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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<i>Structural Features of Literature</i>			
(Grade 8, 3.1) Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g. ballad, lyric	X		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.2 Identify Analyze events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).		X	
3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.		X	
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).			X
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.		X	
(Grade 9/10, 3.6) Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g. foreshadowing, flashback)	X		
<i>Literary Criticism</i>			
3.6 Analyze Evaluate a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.		X	
Writing			
1.0. Writing Strategies			

Changes noted with bold print

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
<i>Organization and Focus</i>			
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	X	X	
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	X	X	
1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.		X	
<i>Research and Technology</i>			
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.		X	
(Grade 9/10, 1.4) Plan and connect multiple-step information searches by using computer networks and modems.	X		
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.		X	
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.			X
(Grade 9/10, 1.6) Integrate quotations and citations into a written text while maintaining the flow of idea.	X		
(Grade 11/12, 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)	X		
(Grade 11/12, 1.7) Use systematic strategies to organize and record information (e.g. anecdotal scripting, annotated bibliographies)	X		
<i>Evaluation and Revision</i>			
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.		X	
(Grade 9/10, 1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g. MLA, APA, Chicago Manual of Style)	X		
2.0 Writing Applications (Genres and Their Characteristics)			
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The 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 grade seven outlined in Writing Standard 1.0, students:			
2.1 Write fictional or autobiographical narratives:			
a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.		X	
b. Develop complex major and minor characters and a definite setting.		X	

Changes noted with bold print

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).		X	
2.2 Write responses to literature:			
a. Develop interpretations exhibiting careful reading, understanding, and insight.		X	
b. Organize interpretations around several clear ideas, premises, or images from the literary work.		X	
c. Justify interpretations through sustained use of examples and textual evidence.			X
d. Develop essay of personal narrative using sensory detail to create focus.		X	
2.3 Write research reports:			
(Grade 8, 2.3a) Define a thesis.	X		
(Grade 8, 2.3b) Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspective on the topic, as appropriate.			
(Grade 8, 2.3c) Use a variety of primary and secondary sources and distinguish the nature and value of each	X		
(Grade 8, 2.3d) Organize and display information on charts, maps and graphs.	X		
2.4 Write persuasive compositions:			
a. State a clear position or perspective in support of a proposition or proposal.		X	
b. Describe the points in support of the proposition, employing well-articulated evidence.			X
c. Anticipate and address reader concerns and counterarguments.		X	X
d. Recognize classically schemed argument and practice concession/refutation.			
		X	
2.5 Write summaries of reading materials:			
a. Include the main ideas and most significant details.			
b. Use the student's own words, except for quotations.			
c. Reflect underlying meaning, not just the superficial details.			
Written and Oral English Language Conventions			
The standards 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.			
1.0 Written and Oral English Language Conventions			
Students write and speak with a command of standard English conventions appropriate to the grade level.			
			X
<i>Sentence Structure</i>			
1.1 Place modifiers properly and use the active voice.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
<i>Grammar</i>			
1.2 Identify Use infinitives and participles and make clear references between pronouns and antecedents.		X	
1.3 Identify all parts of speech and types and structure of sentences.			
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).			
<i>Punctuation</i>			
1.5 Identify Use hyphens, dashes, brackets, and semicolons and use them correctly.		X	
<i>Capitalization</i>			
1.6 Use correct capitalization.			
<i>Spelling</i>			
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			
Listening and Speaking			
1.0. Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.			
<i>Comprehension</i>			
1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.			
1.2 Determine the speaker's attitude toward the subject.			
1.3 Respond to persuasive messages with questions, challenges, or affirmations.			
<i>Manuscript Form</i>			
(Grade 9/10, 1.4) Produces legible work that shows accurate spelling and correct use of punctuation and capitalization.	X		
(Grade 9/10, 1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support materials (e.g., in text citation, use of direct quotations, paraphrasing) with appropriate citations.	X		
<i>Organization and Delivery of Oral Communication</i>			
1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.			
1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.			
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
<i>Analysis and Evaluation of Oral and Media Communications</i>			
1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.		X	
1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.			X
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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 grade seven outlined in Listening and Speaking Standard 1.0, students:			
2.1 Deliver narrative presentations:			
a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.			
b. Describe complex major and minor characters and a definite setting.			
c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).			
2.2 Deliver oral summaries of articles and books:			
a. Include the main ideas of the event or article and the most significant details.			X
b. Use the student's own words, except for material quoted from sources.			
c. Convey a comprehensive understanding of sources, not just superficial details.		X	
2.3 Deliver research presentations:			
a. Pose relevant and concise questions about the topic.			
b. Convey clear and accurate perspectives on the subject.		X	
c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , computer databases, magazines, newspapers, dictionaries).			
d. Cite reference sources appropriately.			
2.4 Deliver persuasive presentations:			
a. State a clear position or perspective in support of an argument or proposal.		X	
b. Describe the points in support of the argument and employ well-articulated evidence.		X	
EIGHTH GRADE			
Reading			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development			
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
<i>Vocabulary and Concept Development</i>			
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	X		
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	X		
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	X		
2.0 Reading Comprehension (Focus on Informational Materials)			
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).			
<i>Structural Features of Informational Materials</i>			
2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).			
2.2 Analyze text that uses proposition and support patterns.		X	
2.2a Research and present on philosopher using above grade level materials.	X		
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.			
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.			
2.5 Understand and explain the use of a complex mechanical device by following technical directions.			
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.			
<i>Expository Critique</i>			
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.			
3.0 Literary Response and Analysis			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<i>Structural Features of Literature</i>			
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).		X	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.			
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.			X
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.		X	
3.5 Identify and Analyze recurring themes (e.g., good versus evil) across traditional and contemporary works (e.g. human nature, equality, and freedom in different contexts).		X	
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.			
<i>Literary Criticism</i>			
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)		X	
Writing			
1.0 Writing Strategies			
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.		X	
<i>Organization and Focus</i>			
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.		X	
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.		X	
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.		X	

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
<i>Research and Technology</i>			
1.4 Plan and conduct multiple-step information searches by using computer networks and modems.		X	
1.5 Achieve an effective balance between researched information and original ideas.		X	
<i>Evaluation and Revision</i>			
1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.			
2.0 Writing Applications (Genres and Their Characteristics)			
Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.		X	
Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:			
2.1 Write biographies, autobiographies, short stories, or narratives:			
a. Relate a clear, coherent incident, event, or situation by using well-chosen details.			
b. Reveal the significance of, or the writer's attitude about, the subject.			
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).			
2.2 Write responses to literature:			
a. Exhibit careful reading and insight in their interpretations.		X	
b. Connect the student's own responses to the writer's techniques and to specific textual references.		X	
c. Draw supported inferences about the effects of a literary work on its audience.		X	
d. Support judgments through references to the text, other works, other authors, or to personal knowledge.		X	
2.3 Write research reports:			
a. Define a thesis.		X	
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.		X	X
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.			X
d. Organize and display information on charts, maps, and graphs.			X
2.4 Write persuasive compositions:			
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).			
b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.			
2.5 Write documents related to career development, including simple business letters and job applications:			
a. Present information purposefully and succinctly and meet the needs of the intended audience.			
b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).			
2.6 Write technical documents:			
a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.		X	X
b. Include all the factors and variables that need to be considered.		X	X
c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.		X	X
Written and Oral English Language Conventions			
The standards 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.			
1.0 Written and Oral English Language Conventions			
Students write and speak with a command of standard English conventions appropriate to this grade level.			
<i>Sentence Structure</i>			
1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.		X	
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.			X
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.		X	
<i>Grammar</i>			
1.4 Edit written manuscripts to ensure that correct grammar is used.			
<i>Punctuation and Capitalization</i>			
1.5 Use correct punctuation and capitalization.			
<i>Spelling</i>			
1.6 Use correct spelling conventions.			
Listening and Speaking			
1.0 Listening and Speaking Strategies			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.		X	X
<i>Comprehension</i>			
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.		X	
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.			
<i>Organization and Delivery of Oral Communication</i>			
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.			
1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.			
1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.		X	
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.		X	
1.7 Use audience feedback (e.g., verbal and nonverbal cues):			
a. Reconsider and modify the organizational structure or plan.			
b. Rearrange words and sentences to clarify the meaning.			
<i>Analysis and Evaluation of Oral and Media Communications</i>			
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).		X	
1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.			X
2.0 Speaking Applications (Genres and Their Characteristics)			
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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 grade eight outlined in Listening and Speaking Standard 1.0, students:			
2.1 Deliver narrative presentations (e.g., biographical, autobiographical):			
a. Relate a clear, coherent incident, event, or situation by using well-chosen details.			
b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.			
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.2 Deliver oral responses to literature:			
a. Interpret a reading and provide insight.		X	
b. Connect the students' own responses to the writer's techniques and to specific textual references.		X	
c. Draw supported inferences about the effects of a literary work on its audience.		X	
d. Support judgments through references to the text, other works, other authors, or personal knowledge.		X	
2.3 Deliver research presentations:			
a. Define a thesis.			
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.			
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.			X
d. Organize and record information on charts, maps, and graphs.			X
2.4 Deliver persuasive presentations:			
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).		X	
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.		X	
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.		X	
d. Maintain a reasonable tone.		X	
2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
GRADES NINE AND TEN			
Reading			
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.			
<i>Vocabulary and Concept Development</i>			
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.		X	
1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.		X	
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).			
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 <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) 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. In grades nine and ten, students make substantial progress toward this goal.			
<i>Structural Features of Informational Materials</i>			
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.			
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.			X
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
2.3 Generate relevant questions about readings on issues that can be researched.	X		
2.4 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.	X		
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.		X	
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).		X	
<i>Expository Critique</i>			
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).		X	
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 patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.			
<i>Structural Features of Literature</i>			
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).			
3.2 Compare and contrast and analyze and evaluate the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	X	X	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.3 Analyze and evaluate interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.		X	
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	X		
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.		X	
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).		X	
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	X		
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	X	X	
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.			
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.			
<i>Literary Criticism</i>			
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)			
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)		X	X
Writing			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.			
<i>Organization and Focus</i>			
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.		X	
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.		X	
(Grade 11/12, 1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	X		
<i>Research and Technology</i>			
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.			
(Grade 11/12, 1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.		X	X
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).			X
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).			
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.		X	
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).		X	
1.8 Design and publish documents by using advanced publishing software and graphic programs.			X
<i>Evaluation and Revision</i>			
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	X		
(Grade 11/12, 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 purpose, audience, and genre.	X		
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 nine and ten outlined in Writing Standard 1.0, students:			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.1 Write biographical or autobiographical narratives or short stories:			
a. Relate a sequence of events and communicate the significance of the events 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 changes in time and mood.			
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.			
2.2 Write responses to literature:			
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.		X	
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.		X	
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.		X	
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		X	
2.3 Write expository compositions, including analytical essays and research reports:			
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.		X	
b. Convey information and ideas from primary and secondary sources accurately and coherently.			X
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.			X
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.		X	
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.			
f. Use technical terms and notations accurately.			
2.4 Write persuasive compositions:			
a. Structure ideas and arguments in a sustained and logical fashion.		X	
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).		X	
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.		X	
d. Address readers' concerns, counterclaims, biases, and expectations.		X	
2.5 Write business letters:			
a. Provide clear and purposeful information and address the intended audience appropriately.			
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.			
c. Highlight central ideas or images.			
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):			
a. Report information and convey ideas logically and correctly.			
b. Offer detailed and accurate specifications.			
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).			
d. Anticipate readers' problems, mistakes, and misunderstandings.			
Written and Oral English Language Conventions			
The standards 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.			
1.0 Written and Oral English Language Conventions			
Students write and speak with a command of standard English conventions.			
<i>Grammar and Mechanics of Writing</i>			
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	X	X	
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).		X	
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.		X	
<i>Manuscript Form</i>			
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.			
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.			
(Grade 11/12, 1.3) Reflect appropriate manuscript requirements in writing.	X		
Listening and Speaking			
1.0 Listening and Speaking Strategies			
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.			
<i>Comprehension</i>			
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.		X	

Changes noted with bold print

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.			
<i>Organization and Delivery of Oral Communication</i>			
1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.			
1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).			
1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.			
1.6 Present and advance 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.		X	
1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.		X	
1.8 Produce concise notes for extemporaneous delivery.			
1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.			
<i>Analysis and Evaluation of Oral and Media Communications</i>			
1.10 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.			X
1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.			
1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.			X
1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.			
1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version).			
2.0 Speaking Applications (Genres and Their Characteristics)			
Students deliver polished formal and extemporaneous presentations that combine the 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 nine and ten outlined in Listening and Speaking Standard 1.0, students:			
2.1. Deliver narrative presentations:			
a. Narrate a sequence of events and communicate their significance to the audience.			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
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 characters.			
d. Pace the presentation of actions to accommodate time or mood changes.			
2.2 Deliver expository presentations:			
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.			
b. Convey information and ideas from primary and secondary sources accurately and coherently.			X
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.			X
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.			
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.			
f. Use technical terms and notations accurately.			
2.3 Apply appropriate interviewing techniques:			
a. Prepare and ask relevant questions.		X	
b. Make notes of responses.			
c. Use language that conveys maturity, sensitivity, and respect.			
d. Respond correctly and effectively to questions.			
e. Demonstrate knowledge of the subject or organization.		X	
f. Compile and report responses.			
g. Evaluate the effectiveness of the interview.			
2.4 Deliver oral responses to literature:			
a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).		X	
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.			
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.			X
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.			X
2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):			
a. Structure ideas and arguments in a coherent, logical fashion.			
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).			X
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.			
d. Anticipate and address the listener's concerns and counterarguments.			
2.6 Deliver descriptive presentations:			

GATE RESTRUCTURED ENGLISH/LANGUAGE ARTS GRADES 4-10 STANDARDS

STANDARDS	Accel.	D/C	Enrich.
a. Establish clearly the speaker's point of view on the subject of the presentation.			
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).			
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.			