Standard 1 - Language

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling). **CLE 3001.1.2** Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.	**3001.1.1** Demonstrate a mastery of the definitions, usage, and functions of the eight parts of speech. **3001.1.5** Know and use Standard English conventions for punctuation, capitalization, and spelling. **3001.1.6** Use print and electronic reference sources as aids in understanding all aspects of a word (e.g., spelling, part of speech, definition, cognates, etymology, and synonyms). **3001.1.7** Use previously learned strategies to determine and clarify word meanings (e.g., roots, affixes, textual context). **3001.1.8** Recognize and use the appropriate word among frequently confused words (e.g., to/too/two, their/there/they're, it/it's, you/you're,	**SPI 3001.1.1** Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. **SPI 3001.1.2** Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement). **SPI 3001.1.7** Recognize correct subject-verb agreement with intervening elements. **SPI 3001.1.8** Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*). **SPI 3001.1.9** Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns. **SPI 3001.1.10** Recognize the correct placement of end marks with quotation marks. **SPI 3001.1.11** Recognize the correct usage of quotation marks in direct and indirect quotations. **SPI 3001.1.12** Use context clues and/or knowledge of roots, affixes, and

whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).	cognates to determine the meaning of unfamiliar words.
	SPI 3001.1.13 Select the appropriate word among frequently confused words (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
3001.1.9 Demonstrate understanding of common foreign words and phrases (e.g., RSVP, *déjà vu*, *faux pas, du jour*, *bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).*	**SPI 3001.1.14** Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
	SPI 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, and synonyms).
	SPI 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).*

Standard 2 - Communication

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion. **CLE 3001.2.2** Summarize, paraphrase, and critique information presented orally by others. **CLE 3001.2.3** Identify the thesis and main points of a challenging speech. **CLE 3001.2.4** Analyze the style and structure of a challenging speech.	**3001.2.1** Follow multi-tasked or multi-dimensional instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems. **3001.2.2** Identify the thesis of a challenging speech in which the ideas may be subtle or implied. **3001.2.3** Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence. **3001.2.4** Paraphrase accurately multiple, challenging ideas and information presented orally by others. **3001.2.5** Critique ideas and information presented orally by others. **3001.2.6** Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility, and point of view. **3001.2.7** Listen actively in group discussions by posing relevant questions and by eliminating barriers to communication.	**SPI 3001.2.1** Identify the thesis and main points of a challenging speech. **SPI 3001.2.2** Distinguish between a summary and a paraphrase. **SPI 3001.2.3** Distinguish between a critique and a summary. **SPI 3001.2.4** Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect). **SPI 3001.2.5** Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

Standard 3 - Writing

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.3.1 Write in a variety of modes for different audiences and purposes**.** **CLE 3001.3.2** Employ various prewriting strategies. **CLE 3001.3.3** Organize ideas into an essay with a thesis statement in the introduction, well constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.	**3001.3.1** Write in a variety of modes (e.g., summary, explanation, description, persuasion, informational, literary analysis, creative expression). **3001.3.2** Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ a variety of strategies. **3001.3.18** Practice writing to a prompt within a specified time limit.	**SPI 3001.3.4** Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description. **SPI 3001.3.5** Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence. **SPI 3001.3.6** Select the thesis statement in a writing sample or passage. **SPI 3001.3.7** Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage. **SPI 3001.3.9** Identify a statement that reveals the writer's attitude. **SPI 3001.3.10** Identify the targeted audience for a selected passage. **SPI 3001.3.11** Determine the writer's purpose in a writing sample.

Standard 5 - Logic

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.5.1 Use logic to make inferences and draw conclusions in a variety of challenging oral and written contexts. **CLE 3001.5.2** Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions.	**3001.5.1** Construct and complete challenging word analogies. **3001.5.2** Analyze text for stated or implied cause/effect relationships. **3001.5.3** Describe the structure of a multifaceted argument with a stated main claim or conclusion and explicit or implicit premises. **3001.5.4** Identify the elements of deductive and inductive arguments. **3001.5.7** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions. **3001.5.8** Distinguish between evidence which is directly stated and evidence which is implied.	**SPI 3001.5.1** Make inferences and draw conclusions based on evidence in text. **SPI 3001.5.2** Choose a logical word to complete an analogy. **SPI 3001.5.3** Evaluate text for fact and opinion. **SPI 3001.5.4** Analyze cause/effect relationships in text. **SPI 3001.5.7** Differentiate between the stated and implied evidence of a given argument. **SPI 3001.5.8** Determine whether a given argument employs deductive or inductive reasoning. **SPI 3001.5.9** Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

Standard 6 – Informational Text

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.6.3 Comprehend and summarize the main ideas of informational and technical texts and determine the essential elements that elaborate them. **CLE 3001.6.2** Analyze the organizational structures of informational and technical texts. **CLE 3001.6.3** Read, interpret, and analyze graphics that support informational and technical texts.	**3001.6.1** Identify the main ideas in informational and technical texts. **3001.6.2** Identify and distinguish the essential and non-essential details that support the main idea of informational texts. **3001.6.3** Recognize clear, subtle, or implied relationships among ideas in informational and technical texts. **3001.6.4** Draw appropriate inferences and conclusions in informational and technical texts. **3001.6.5** Summarize in a concise and well-organized way the main ideas and supporting details in informational and technical texts. **3001.6.6** Summarize, paraphrase, and critique information in texts (informational, technical, and literary). **3001.6.7** Distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique. **3001.6.8** Synthesize information across multiple informational and technical texts and sources. **3001.6.9** Analyze the organizational structure of an informational or	**SPI 3001.6.1** Discern the stated or implied main idea and supporting details of informational and technical passages. **SPI 3001.6.2** Use the graphics of informational and technical passages to answer questions. **SPI 3001.6.3** Determine the appropriateness of a graphic used to support an informational or technical passage. **SPI 3001.6.4** Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect). **SPI 3001.6.5** Synthesize information across two or more informational or technical texts.

	technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect). **3001.6.10** Identify and analyze involved or unconventional organizational structures that may be found in informational and technical texts. **3001.6.11** Evaluate informational and technical texts for clarity, coherence and appropriateness of graphics. **3001.6.12** Follow extended multi-tasked or multidimensional instructions in informational and technical texts to perform specific tasks, answer questions, or solve problems.	

Standard 7 - Media

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain. **CLE 3001.7.2** Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.	**3001.7.1** Recognize the effects of sound, visual images, and language on audience. **3001.7.2** Analyze and apply visual and verbal presentations of the same subject matter that agree or conflict in matters of culture, audience, and medium. **3001.7.3** Analyze and apply visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television and film; layout, pictures, and typeface in newspaper, magazines, and print advertisements; layout, navigation, links, and interactive features on websites).	**SPI 3001.7.1** Draw an inference from a non-print medium. **SPI 3001.7.2** Select the type of conflict represented in a non-print medium. **SPI 3001.7.3** Choose a visual image that best reinforces a viewpoint. **SPI 3001.7.4** Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message. **SPI 3001.7.5** Match a focused message to an appropriate medium. **SPI 3001.7.6** Infer the mood represented in a non-print medium. **SPI 3001.7.7** Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Standard 8 - Literature

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.8.1 Demonstrate knowledge of significant works of world literature. **CLE 3001.8.2** Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama). **CLE 3001.8.5** Know and use appropriate literary terms to derive meaning from various literary genres.	**3001.8.1** Analyze the setting, plot, theme, characterization, and narration of classic and contemporary short stories and novels. **3001.8.2** Demonstrate understanding of non-linear plot progressions. **3001.8.3** Analyze how plot elements (e.g., exposition, rising action, climax, falling action, resolution/denouement) function and advance action. **3001.8.4** Analyze the role and function of characters (major/minor, protagonists/ antagonists) and determine ways in which the author reveals those characters (e.g., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). **3001.8.7** Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in texts. **3001.8.8** Analyze the narration and point of view in increasingly complex texts in which the narrator and point of view shift, with multiple characters acting as narrators. **3001.8.9** Explain the impact of the author's choice of a particular	**SPI 3001.8.1** Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose. **SPI 3001.8.2** Differentiate among verbal, situational, and dramatic irony. **SPI 3001.8.3** Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient). **SPI 3001.8.4** Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). **SPI 3001.8.5** Determine the significance/meaning of a symbol in poetry or prose. **SPI 3001.8.6** Identify and analyze standard literary elements (i.e., allegory, paradox, parody,

point of view (e.g., first person, third-person objective, third-person limited, third-person omniscient).

3001.8.14 Identify, analyze, and evaluate the development of the theme(s) of a literary text.

3001.8.15 Identify, analyze, and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity.

3001.8.16 Analyze literary texts to identify the author's attitudes, viewpoints, and beliefs and to compare these to the larger historical context of the texts.

3001.8.17 Identify and analyze the use of literary elements such as allegory, paradox, satire, and foreshadowing.

3001.8.18 Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole, pun).

3001.8.19 Identify and analyze biblical, classical, cultural, historical, and literary allusions.

foreshadowing, flashback).

SPI 3001.8.7 Differentiate between mood and tone in poetry or prose.

SPI 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

SPI 3001.8.9 Identify the common stated or implied theme in a series of passages.

SPI 3001.8.14 Identify classical, historical, and literary allusions in context.

SPI 3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

SPI 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).