

Essential Learning Standards for the High School Exit Exam and the SAT9

Strand	Narrative Texts	Expository Texts
READING Comprehension	<ul style="list-style-type: none"> • <i>Understand the purpose and characteristics of different forms of dramatic literature</i> • <i>Analyze the interactions between characters in a literary text (motivation, conflict, etc.)</i> • <i>Examine dialogues, monologues, and soliloquies for character traits</i> • Compare works that express a universal theme and provide evidence for ideas • <i>Trace time and sequence (foreshadowing, flashbacks, etc.)</i> • <i>Understand the significance of figurative language, imagery, symbolism, allegory</i> • <i>Recognize ambiguities, subtleties, ironies, and incongruities in a text</i> • <i>Identify how “voice” and narration influence tone, plot, and credibility of a text</i> • <i>Identify unique characteristics of dramatic literature (asides, scene, soliloquies, etc.)</i> • Differentiate the characteristics of three literary approaches: biographical, aesthetic, and historical. 	<ul style="list-style-type: none"> • <i>Compare/contrast features of consumer materials (warranty, contract, manual)</i> • <u>Analyze the structure and critique functional reading materials (workplace)</u> • <i>Prepare a bibliography of a variety of reference materials; identify manuscript form (citation, pagination, etc.)</i> • <i>Generate relevant questions about reading on issues that can be researched</i> • <i>Synthesize content of several works by a single author or on a single issue</i> • <i>Elaborate on and extend ideas in primary or secondary sources</i> • <i>Critique the logic of functional documents</i> • Evaluate the credibility of an author’s argument or claim • <u>Locate information from thesaurus, Reader’s Guide, index, atlas, dictionary</u> • <u>Make inferences and draw conclusions from materials read</u>
Vocabulary Development	<ul style="list-style-type: none"> • <i>Identify idioms, analogies, metaphors, and similes in prose and poetry</i> • <u>Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to figure out the meaning of new content words</u> • <i>Distinguish between the denotative and connotative meanings of words</i> • <u>Identify synonyms and words with multiple meanings</u> 	
WRITING Strategies	<ul style="list-style-type: none"> • <i>Establish a controlling impression or coherent thesis, maintain consistent tone, focus</i> • <i>Use precise language, action verbs, sensory details, modifiers, and active, not passive voice</i> • <i>Identify suitable research questions and methods</i> • <u>Identify main ideas and supporting evidence</u> • <i>Identify appropriate use of quotations and citations</i> • <u>Identify topic sentences and supporting sentences as well as extraneous material</u> • <u>Distinguish between clearly written sentences and sentences that contain errors</u> • <u>Show how to combine sentences to achieve fluency in writing</u> 	
Genre	<p>Biography: <i>employs descriptive strategies in relaying a clear incident</i></p> <p>Response to Literature: <i>support judgements with reference to other texts and authors</i></p>	<p>Research Report: <i>define a thesis and use a variety of sources of information</i></p> <p>Persuasive Composition: <i>well-defined thesis and detailed evidence in support</i></p> <p>Business Letter: <i>present information clearly; follow conventional formats</i></p>
Conventions	<ul style="list-style-type: none"> • <i>Identify correct use of clauses, phrases, and mechanics of punctuation</i> • <i>Understand parallel structure, subordination, and coordination</i> • <u>Edit for awkward construction, fragments, run-ons, misplaced modifiers, and redundancy</u> • <u>Identify subject-verb agreement (relative clause, indefinite pronoun), present perfect tense, double negative, pronoun agreement, and adverbs (superlative)</u> • <u>Use of apostrophe with possessives, quotation marks with titles, comma with appositive, comma in introduction, comma with conjunction, semicolon</u> • <u>Identify misspellings in context of sentence, with no mistake, and homophones</u> 	

Key: HSEE, with **emphasis areas**, SAT9 objectives (based on 9th and 10th grade Language Arts Standards)